DOCUMENT RESUME

ED 097 218 88 SE 018 226

TITLE	Vandalism. Environmental Ecological Education Project.
INSTITUTION	Parkway School District, Chesterfield, Mo.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[74]
NOTE	183p.; Page 169 missing from document
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	Curriculum Guides; Delinquency Prevention; *Environmental Education; *Instructional Materials; *Junior High School Students; Learning Activities; Social Environment; *Social Responsibility; Sociocultural Patterns; Teaching Guides; Units of Study (Subject Fields); Values; *Vandalism
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This unit is designed to provide junior high school students with an understanding of the problem of vandalism in an effort to instill positive attitudes toward their environment and to increase their awareness of the impact they can have on the quality of the various environments of which they are a part. It traces the historical origin of the term vandalism to the contemporary problem and includes such concepts as: specific values held by vandals, the economic waste resulting from vandalism, and careers related to vandalism. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept and suggested student data sheets. It is particularly designed for use in the junior high school located in the Parkway School Districts in Chesterfield, Missouri. (MLB)

ED 097218

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ENVIRONMENTAL ECOLOGICAL EDUCATION PROJECT

Parkway School District
Chesterfield, Missouri

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Unit: Vandalism

The work presented or reported herein was performed pursuant to a Title III ESEA Grant administered by the Missouri State Department of Education.

SE 018 226

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THE SETTING

The setting for the unit model is the Parkway School District Junior High Schools, their private counterparts, and the environs thereof. The unit is based upon Vandalism--the historical origin of the term and contemporary problem, its nature, scope, and senselessness. The unit leads eventually to effecting affective change and provides the student with ample scope for his inclination to build a better world.

CONCEPTS

I. Vandalism is a term originating from a Germanic tribe.

II. Vandalism has been and remains a problem.

III. Isolated incidents of vandalism add up to a big problem-potentially blight.

IV. Vandalism is defined as willful and malicious or ignorant destruction, defacing or littering of public or private property.

V. Vandalism is a crime.

VI. Vandalism is a form of theft for which a vandal or his parents may be punished.

VII. Vandalism results in economic waste to the community.

VIII. Vandalism is a form of pollution and is costly to the environment.

IX. What begins as recreational pranks on the part of the vandal can result in the recipient's death, permanent or temporary disability, or at best, a serious inconvenience to the innocent.

X. Conditions enacted to protect property have resulted in loss of freedom and opportunity.

XI. Our priceless heritage must be preserved for generations yet unborn.

XII. Vandalism reflects certain human values held by the vandals themselves. Conditions which produce these negative values are probably some or all of the following.

A. Poor perception of how to use increased leisure time.

B. Pressures on the human mind produced by population density.

C. "Normal" youthful rebellion against tradition and authority.

E. Population mobility which tends to limit the amount of pride in a particular community.

XIII. Vandalism is not limited to a particular age group.

XIV. Only people are vandals - only people can prevent vandalism.

XV. A variety of careers are related to vandalism.

BEHAVIORAL OBJECTIVES

TEACHER: The percentages given for each behavioral objective were chosen as guidelines and need not be strictly adhered too.

CONCEPT NO.	
I.	1. 80% of the students will be able to write a paragraph about the origin of the term vandalism and its relationship to its current meaning.
II.	2. 100% of the students will be able to (a) write at least one historical incident of vandalism and (b) list at least three present day forms of vandalism.
III.	3. 75% of the students will be able to arrange, in their proper order of severity, 6 isolated incidents of vandalism which cumulatively may lead to blight.
IV.	4. 90% of the students will be able to compose, in not more than 25 of his own words, an acceptable definition of the term vandalism.
V.	5. 80% of the students will be able to write in 25 words or less, why vandalism is a crime.
VI.	6. 80% of the students will be able to write in 25 words or less, how vandalism is a form of theft.
VII.	7. 80% of the students will be able to list 4 different types of materials that have to be purchased to repair or clean up different acts of vandalism.
VIII.	8. 90% of the students will be able to choose from a list of examples of vandalistic acts, those which constitute environmental pollution.
IX.	9. 80% of the students, given an incident of vandalism, will be able name the innocent victims.
X.	10. From a list of conditions which have been enacted to protect property, 80% of the students will be able to select those which have resulted in loss of freedom and opportunity.

CONCEPT NO.	
XI.	11. 70% of the students will be able to write a paragraph explaining how vandalism of some historical or artistic object is related to the loss of some part of our heritage.
XII.	12. 70% of the students will be able to list 3 conditions which may produce negative human values reflected in vandalism.
XIII.	13. Given data, 80% of the students will construct a bar graph showing that vandalism is not limited to any particular age group.
XIV.	14. 100% of the students will be able to write, in 50 words or less, a description of an activity that they have individually undertaken to help lessen vandalism and explain how the activity shows that people are the cause and/or prevention of vandalism.
XV.	15. 100% of the students will be able to list at least 2 careers that are related to vandalism.

PRE-POST TEST

NOTE TO TEACHER: The writers suggest that the Pre-Post Test be given on the first day of instruction for the unit. The Post-Test should then be given at the end of the unit.

I 1. Write a paragraph about the origin of the term vandalism and its relationship to the current meaning of the word.

II 2. Fill in the blank: One historical incident of vandalism was _____.

II 3. List three present day forms of vandalism.

a.

b.

c.

III 4. Arrange the following terms in order of the severity of the damage and (or) danger to personal property:

1.___ 2.___ 3.___ 4.___ 5.___ 6.___

a. Breaking windows in a store.
b. Setting fire to a vacant lot or lawn
c. Throwing a can on someones' lawn
d. Setting fire to a vacant building
e. Tearing up a public pay phone.
f. Dumping trash along a roadside.

IV 5. Write a definition in 25 words or less of vandalism. (Use your own words)

V 6. In 25 words or less describe why vandalism is a crime.

VI 7. In 25 words or less explain how an example of vandalism is, in effect, stealing something from the victim.

VII 8. List four different types of materials that have to be purchased to repair or clean up different acts of vandalism.

a.

b.

c.

VIII 9. Circle the vandalous acts below which pollute the environment:

a. setting fires
b. littering a stream
c. breaking a limb off of shrubbery
d. smashing an art object
e. littering a lawn
f. writing on a phone booth wall
g. writing on a desk

IX 10. If vandals destroy a public pay phone, who are the victims? (List at least 2 groups)

X 11. Circle the conditions below which result in loss of freedom or opportunity.

a. closing hours for parks and playgrounds
b. curfew
c. fencing a playground or schoolground
d. restricted sale of certain items (spray-can paint, fireworks, etc.)
e. restricted use of elevators
f. no food or drinks allowed in certain areas

XI 12. Write a paragraph explaining how vandalism of some historical or artistic object resulted in the loss of a piece of our priceless heritage.

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XII 13. List 3 conditions which produce negative human values which are reflected in vandalism.

a.

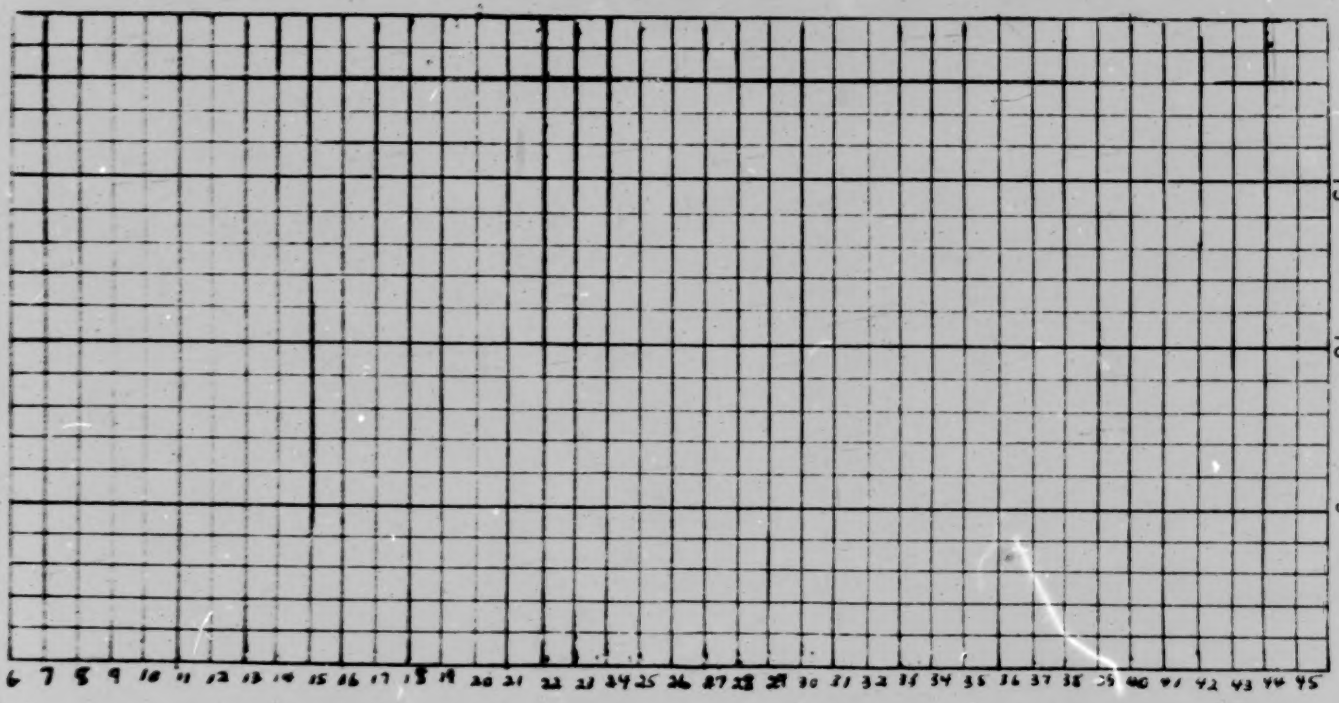
b.

c.

XIII 14. Using the following data construct a bar graph to show the incidence of vandalism within various age groups. In a small city the ages of vandals apprehended during a period of 6 months were as follows:

No. of cases	1	1	1	1	3	5	6	3	2	1	1	1	1	1	1	1	1
Ages	8	11	12	13	14	15	16	17	18	19	20	21	23	27	32	38	76

BAR GRAPH SHOWING INCIDENCE OF VANDALISM VS AGE GROUPS



AGES

XIV 15. In 50 words or less describe an activity which you have undertaken to help lessen vandalism. Also explain how this activity shows that people are the cause and/or prevention of vandalism.

XV 16. List two careers that are related to the problem of vandalism.

PRE-POST TEST ANSWER SHEET

1. Term originated with Germanic tribes living in Norway, Sweden, Denmark, and the Danish Islands, who were known for their raiding and destroying of property. Term is still used to describe damaging and destruction of property.

2. Jackson Inauguration (1829), Graffiti on walls of Pompeii, etc.

3. a. Graffiti

   b. Breaking windows

   c. Breaking signs

   d. Burning

   e. Littering

   f. Windows

4. 1. c

   2. f

   3. e

   4. a

   5. b

   6. d

5. Responses will vary--might include that some vandalism is accidential

6. Responses will vary--violates property rights of others--criminal act

7. When property is damaged or destroyed--victim must replace or repair--this costs money and time that would otherwise not be spent.

8. a. paint

   b. glass

   c. wallboard

   d. cleaning materials

9. a, b, and e

10. People who would like to use phone, Phone Company, Police Department, People who pay phone bills

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11. All of the following

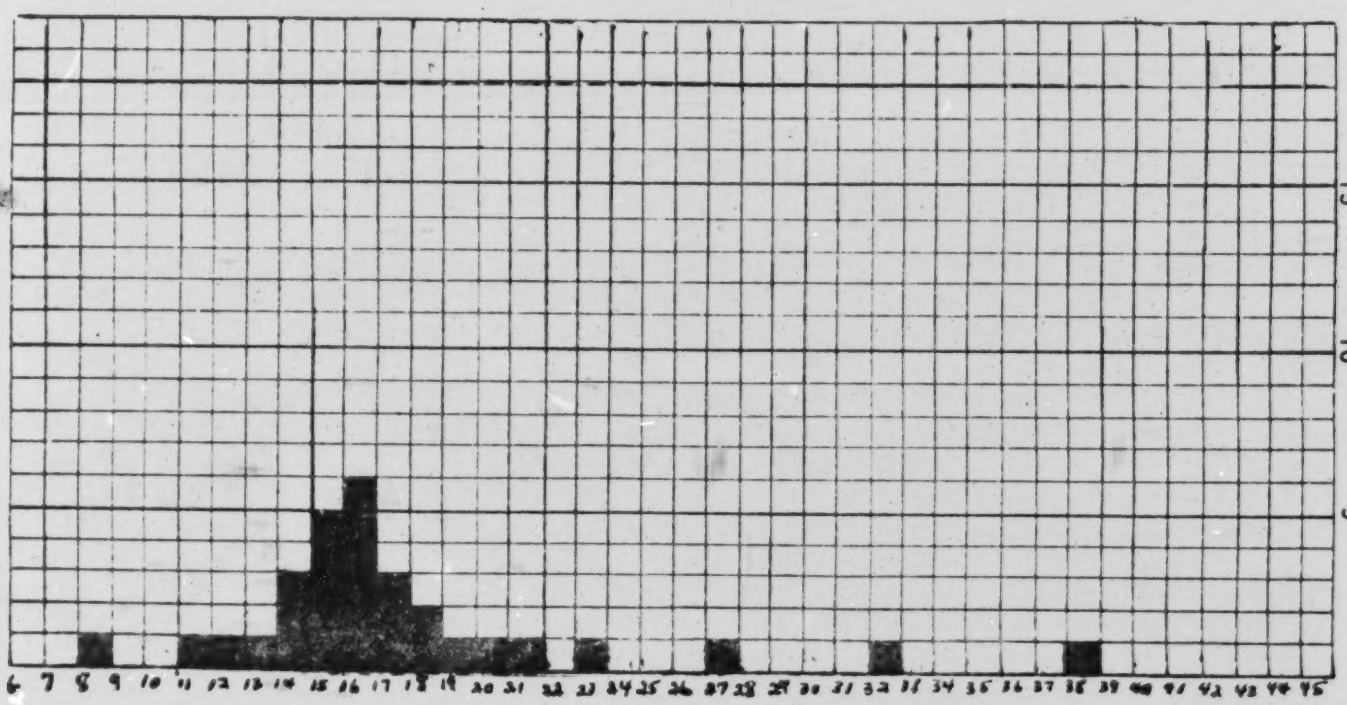
12. Responses will vary

13. See Concept XII - A through E

14.

No. of cases	1	1	1	1	3	5	6	3	2	1	1	1	1	1	1	1	1
Ages	8	11	12	13	14	15	16	17	18	19	20	21	23	27	32	38	76

BAR GRAPH SHOWING INCIDENCE OF VANDALISM VS AGE GROUPS



15. Responses will vary

16. Refer to Instructional Sequence: To The Teacher - CAREERS (data sheet #14)

TEACHER BACKGROUND

CONCEPT NO.

NOTE: Additional background material for Concepts I and II can be found in their respective instructional sequence.

II AN OMINOUS TREND: MORE SERIOUS CRIMES ESCALATE (25)

For many years the biggest single vandalism loss has been window breakage. Now this is changing. Larcency and fires--many caused by arson--are moving higher in loss totals.

For example, in the 1966-67 Baltimore report, nearly two-thirds of the districts listed window breakage as the major loss item. One-half of the districts listed the same major loss in 1968-69. The decrease in window breakage incidents might be due to increasing installation of screens, metal guards, reinforced fiber glass sheets and the more recent polycarbonate sheets, which have an impact strength of about 250 times that of glass. (Yet, since the cost of these sheets is much higher than that of glass, total losses for window breakage remain a major item. In 1968-69 this loss item was $4,361,605 for the 39 cities and 16 Maryland counties in the Baltimore study.)

DISRUPTION, VIOLENCE AND VANDALISM

Evidence of increasing disruption of school operations--and its by-product of increasing vandalism--is everywhere. The extent of the problem is reported in a series of recent studies.

One study, Disruption in Urban Secondary Schools, published by the Policy Institute, Syracuse University Research Corporation in August 1970, concluded--not surprisingly--that larger schools have more problems. More interesting was its finding that disruption is positively related to integration and that schools almost all-white or all-black are less likely to suffer from student disruption. In addition to the strong influence of race differences on disruption, the study concluded that integrated high schools with high percentages of black students are less likely to be disruptive, providing they have a high percentage of blacks on the staff.

CONCEPT NO.

II

Another study, A Profile of Large City Schools 1970, conducted for the National Association of Secondary School Principals, added broad insight to the problem. It surveyed 700 high schools in 45 cities with more than 300,000 population and concluded that conflict among students and between students and faculty is the most striking aspect of the large city high schools today.

In addition, it found that 31% of the schools experienced student strikes and 27% had picketing or protest marches. Perhaps the most interesting and most controversial conclusion: conflict is most likely in schools in a high socioeconomic status area and with a large number of black students.

The largest survey was conducted in 1968-69 by the House General Subcommittee on Education. It received a 50% response to questionnaires sent to 29,000 public, private and parochial schools. Seventy-eight per cent of the schools responding to the survey said they experienced no protest in 1968-69. Of the 2,710 schools (18%) reporting protest activities, 803 schools said racial issues were involved in the protest.

Two other reports, based upon newspaper accounts, give similar indications of increasing school unrest leading to greater incidence of vandalism and violence.

Alan F. Westin, director of the Center for Research and Education in American Liberties, Teachers College, Columbia University, made a systematic survey of newspapers to determine how many high school disruptions occurred from November 1968 to February 1969. He reported 348 high schools in 38 states experienced some form of disruption during the three-month period. By May 25, 1969, the number of protests had increased to about 2,000.

A similar newspaper survey was made by the United States Office of Education's Office of Students and Youth. The results were printed in a summer 1970 issue of I/D/E/A Reporter.

All disruptive incidents occurring between October 21, 1969, and February 28, 1970, were listed. The names of an impressive number of suburban high schools were on the list. An examination of "the 130 most serious cases of disruption" showed:

63% of the disrupted schools were located in urban areas, 33% in suburban areas and 4% in rural areas.

26% of the disruptions occurred in cities of 100,000 population or less; 11% in cities of 100,000 to 500,000; 8% in cities of between 500,000 and one million; 55% in cities of a million or more in population.

The I/D/E/A Reporter commented: "Smashed windows, fist fights, sit-ins and boycotts make the headlines, but the friction and disappointment that irritate students from day to day are rarely reported. Not until the lid blows off do parents and the public recognize that a precarious condition exists. In fact, many schools, as part of standard procedure for quieting disturbances, attempt to keep all mention of trouble out of the news media. In essence, when one reads about school violence in high schools, he is only seeing the very tip of the iceberg."

How Many Are Being Injured or Killed?

While the foregoing reports give the magnitude of all kinds of disruption and violence in the schools, there is no exact tally of how many students, teachers or other school personnel are being injured or killed. As with vandalism, there is no national repository for such school-related incidents. And, as charged in the I/D/E/A Reporter, school officials seem reluctant to report incidents. This point was stressed by the Senate Subcommittee on Juvenile Delinquency, headed by the late Senator Thomas J. Dodd.

The subcommittee survey included 110 big city school districts in 1970. It reported that many principals were trying to hush up reports of violence because they feared it would reflect adversely on the school system. The subcommittee disagreed with this tendency. It said hiding the facts only encourages misbehavior.

Teachers, too, often fail to report all incidents. As one observer noted: "Unless a teacher is really hurt or scared by a threat, the incident often is not reported. The teacher is fearful of adverse criticism. He or she might be blamed as the cause of the attack, either by superiors or parents, called a 'trouble maker,' or accused of not being able to maintain discipline. Also, teachers often think they can handle the situation without outside help."

CONCEPT NO.

II

Although reports on violence are scattered and spotty, Dodd's subcommittee concluded that "violence in our public schools has increased dramatically over the past few years." The subcommittee warned, however, that its statistics were too sketchy to express more than a "trend."

SIX TYPES OF VANDALISM (18)

This is an attempt to separate vandalism into its different types, but what I have set down here is not in itself too tight a classification because some types of vandalism overlap, one way or another, and are found in varying degrees in another type. Certain things about each class or each type do stand out, and it is important to our better understanding of the whole question that these are clearly understood.

1. MISCHIEF AND PLAY

A certain amount of vandalism is the result of childish play with no destructive intent whatsoever. Children do many senseless things -- ask any mother of a few children about this. Youngsters are not fully developed; they are not fully equipped with the ability to reason and certainly do not always figure things out in advance. They do not always consider cause and effect, and they are not always motivated by reason or logic. Nor can they be expected to determine in advance the dire consequences of some of their acts. It is not unusual for youngsters to commit those very destructive acts which will prevent them later from enjoying the very facilities they have destroyed. For instance, it is commonplace for children who love roller skating on city streets to build fires on the asphalt which burn holes in the pavement and make it very rough, thus preventing them from later being able to skate on the very pavement they have destroyed. Vandalism of this type, born of childish mischief or play (which are very closely related), must be understood for what it is and treated accordingly.

Another phase of vandalism born of childish play or mischief is seen in the desire to show off, to be "smart alecky", which results in writing all sorts of things on walls or fences when unobserved. Girls contribute their share of this type of vandalism.

CONCEPT NO.

II

And now we come to a phase of this division, childish play, which some observers have labeled as malicious mischief. I question the use of the word "malicious" in this label. For instances, consider the boy with a new B-B gun who takes delight in shooting out electric light bulbs or, as in another instance, the boy who brings in wooden fence rails or gates to feed his election night celebration bonfire. Realizing that the word "malicious" means "with evil intent", it is at once apparent that the adjective should not be applied to this type of vandalistic activity. On the other hand, if any vandalistic act does deserve the word "malicious", if it is done with hostile or evil intent, then of course it should not be included in this classification; it is not mischief, it is wanton destruction, about which we shall write more fully. It must be clearly understood, at least from my point of view, that childish play or childish mischief is something quite apart from any destructive act which was created with the intent of being destructive and of causing harm to anyone.

2. ACCIDENTAL

Quite a large amount of vandalism is caused by accident, and this of course indicates clearly that it was unintentional. Two youngsters playfully swinging on a gate certainly had no intention of breaking it down. Three children playing Indians in a New York tenement built a little fire on the stone floor of the cellar and with an old rag were trying to make smoke signals. They heard a noise, got scared and ran, dropping the rag in their haste, which started a fire which almost burned the whole tenement down. Sad as this destruction was, it certainly was unintentional. It was an accident and accidents can happen anywhere, any time, to anyone. Nothing vandalistic was dreamed of or intended. Therefore accidental vandalism is really not vandalism at all. Of course the damage may be little or it may be a catastrophe but it is still not a vandalistic act. No amount of training, education, or any other treatment can ever do away with some accidents and their sometimes disastrous results, and as long as children are children there will be accidents of this type leading to property destruction. Even murder (killing of a human being by another human being) is not murder when it is the result of an accident.

CONCEPT NO.

II and XII

3. ADVENTURE

Here we consider property damage resulting from the normal healthy desire of youth for adventure, excitement, thrills. Any damage that results in this search for excitement is probably the result of a spur-of-the-moment idea which in itself is quite spontaneous certainly and unplanned-for. Such damage is not deliberate, and it certainly is not malicious, with evil intent and must be understood in assessing damages and punishment. In too many cases this type of vandalism is a direct result of uninteresting programs or a boring, monotonous life so many of our youngsters are forced to suffer, especially in areas where there isn't enough of the right type of programs to keep them interested, busy and happy.

II
VIII and XII

4. WANTON

Here we consider what is probably the worst form of vandalism and the the least understood. Wanton vandalism is the type that is unrestrained, uncalled-for without any reason at all, and therefore it perplexes all people, including the vandals themselves. Very often it is deliberately planned, and when it is all over no one including the vandals can give you any reason why it ever occurred. In the case of a beautiful boys club in London, "Clubland", a group of the youngsters gathered some tools they needed for breaking into the club after hours, forced the door, broke it open, and then made a shambles of their own club, cutting the chairs with razor blades, building a fire in one of the rooms, and generally doing $50,000 worth of damage. When the culprits were asked why they did it, not one of them could give an intelligent reply except to say that "they didn't know, it just seemed like fun while they were doing it." Wanton, unrestrained, senseless destruction of property for no understandable reason whatsoever. Try as we will, we cannot find any excuses for this kind of vandalism, and I'm afraid we'll have to wait for the psychologists and psychiatrists in due time to figure this one out.

XII

5. MALICIOUS AND DELIBERATE

Here is a type of vandalism that we can understand, because the vandals have reasons, real or fancied, for destroying the property. The destruction is deliberate, planned-for, considered in advance, and it is malicious, "with evil intent". It is born of the fact that the vandal thinks he has a grievance, desires revenge, or wishes to hit out against someone, something or some situation. Or it might be born of some fear or envy or

CONCEPT NO.

XII

hate of someone or some thing. In such a spirit a youngster set fire to a school that he hated in the hope that he wouldn't have to return to his classes. In another case some youngsters overturned an auto in their slum area and burned it because they envied the owner, and in other situations religious prejudice and hate has been the basis for the defacement of statues, churches, or synagogues. Of course we can understand these reasons of hates; fear, revenge or envy but certainly cannot condone the vandalistic acts.

VIII and XI

6. SIGHTSEERS

Last we come to the most numerous of all vandals and vandalistic acts and (many believe) the worst of them all, -- sightseers, travelers, collectors, sourvenir hunters of all ages, including juvenile. No monument, no hero's grave, no park, battlefield, historic shrine, scenic marker, or even road sign is safe from this type of vandal. Included among them are individuals from all economic backgrounds, the rich as well as the poor. In fact those who travel a great deal and reach many more shrines, monuments and the like may be worse than those who have to stay at home.

SUMMARY

In closing, therefore, it would be well to remember two words very often associated with vandalism, the words "malicious" and "deliberate". Before we can allow our anger to guide us in meting our punishment for these vandals, let us consider the fact that most vandalism is entirely accidental through mischief or play, that is without any evil intent and was not premeditated or planned in advance. Some vandalism was simply the result, maybe the unfortunate result, of a very human and natural desire to break with boredom and monotony, to find something interesting to do in an otherwise drab existence. All this we can readily understand and evaluate each situation objectively.

Even malicious and deliberate vandalism, that type which is perpetrated purposely with intent to hit back and to harm someone or something, a vandalistic act which is done in anger for revenge against someone or some situation which the vandal hates, fears, or envies, this also can be understood for what it is and evaluated accordingly. But wanton, senseless vandalism without any reason, that's something else again. As yet this kind of vandalism is a locked problem for which we still seek the key.

CONCEPT NO.

VIII and XI

Every one of these suggestions will help reduce vandalism to some more or less limited extent, some more than others, but all of it put together won't wipe out the problem. Vandalism will crop up here and there in the most unexpected places for the most unexpected reasons, and sometimes, very often for no reason at all, none that you can put your finger on. It's the wise and experienced way to keep trying, to keep everlastingly at it along practical common-sense lines. Remember, growing boys need growing leaders.

IV

Defining Vandalism:

An interesting difference between juvenile delinquency on the one hand and vandalism on the other lies in the fact that in delinquency the culprit generally receives some return for his illegal act, some benefit. If he steals a car or anything else, at least he has gained something for the time being, but in vandalism the outstanding and interesting fact is that nobody gains anything, not even the vandal. It is entirely pointless, senseless and wanton destruction which does nobody any good.

Vandalism has been defined in some quarters as the "malicious, deliberate and wanton destruction of property," but I want to add that not all vandalism is malicious (with evil intent) or deliberate (planned for, considered).

II, IV, V, VI and XIII

CAUSES (16)

The problem is that most of the millions who have lately discovered the lure of the outdoors are not backpack campers but automobile campers. They come to the parks in trailers and truck campers, and they require parking space, shopping facilities, electricity, water and policing.

The result has been to turn the parks into cities rather than camps-worse, into slums, where congestion, dirt, noise and crowding match the worst of the city. Although the National Park System has grown from 16 parks and 22 national monuments in 1916, when it was established by Congress, to 35 parks and 237 areas, such as national seashores, recreation areas, battlefields and memorials, it has still fallen behind the demand.

CONCEPT NO.

II, IV, V, VI, and XIII

George B. Hartzog, Jr., director of the National Park Service, notes that when the park system was established an average wage was $708 a year and few workingmen received paid vacations. Most people didn't travel, nor could they afford the high-priced equipment now clogging the roads.

By 1969 the average income was $8,017 a year, with the five-day week standard, and with nearly everybody, office or factory worker, getting a two-week vacation after five years-a very large number getting three weeks after 15 years. Many people get four weeks vacation after 15 or more years.

Visits to the national parks and monuments rose right along with this increased leisure time. Superhighways and faster cars enabled tourists to reach almost any park in the country in a few days. In 1958 there were 65,700,000 visits to the country's national parks. In 1969 this had grown to 197,000,000 visitor days (40,000,000 to the parks and 157,000,000 to national forests). From 1960 to 1968 the population increased by 9.4 percent, but visits to the parks increased by 90 percent. They are still increasing at the rate of 7 percent a year.

The resultant crush not only made camping in the national parks and forests unpleasant but brought some real problems. Traffic jams on the roads have caused backups lasting five hours. Highway 441, which crosses the Great Smoky Mountain National Park, has had 20 miles of stalled traffic on a summer weekend.

Campsites are being pounded into desert by tires and feet. The smoke of cooking fires has created a smog condition like an industrial town's. Yosemite has already had its inversions, when smog was so bad that climbers at Glacier Point 7,200 feet high, could not see the valley below them.

EFFECTS

Sewage facilities are overtaxed, and at Yosemite raw sewage has been poured into the Merced River. Vandalism grows - trees have been hacked and damaged, signs knocked down, benches destroyed, doors of service buildings ripped from their hinges, campfires gone out of control.

CONCEPT NO.

II, IV, V, VI, and XIII

Even crime has become a problem, rising 67.6 percent in the parks in 1968, as compared with 16 percent for the country as a whole. The Yosemite Rangers find themselves serving as police instead of naturalists, and they resent it. While vandalism and pilfering are common, other crimes range from felony and assault through sex offenses and murder. Juvenile delinquency is a major problem, with Rangers at Yosemite being forced to train as riot squads to break up mobs of destructive teen-agers. Liquor is another problem, and the Rangers spend a lot of time confiscating beer and hard liquor, which by Labor Day fills an empty room to the ceiling in park headquarters.

The newest form of vandalism utilizes a spray can of paint, rather than a knife, to apply names or graffiti to rocks, walls and trees. The Rangers have been able to catch few of these artists.

Yosemite is our most popular park and the most crowded, with 2,500,000 visitors in 1970. While the park itself is large, covering 1,200 square miles, the great influx is into the seven-square-mile Yosemite Valley, where some of the country's most breathtaking scenery is concentrated.

As early as 1963 the Curry Company, which operates the hotels, campgrounds and other concessions in Yosemite, was advising reservations a year ahead. The prospect today is closer to five years ahead, which gets to be a little ridiculous.

From the concessionaire's standpoint, the increasing crowds have merely created a kind of mixed bonanza. The small valley is now crowded with nine grocery stores, seven gas stations, three swimming pools, a coin-operated laundry, a barber shop, a stable for 300 riding animals, several bars, and at least 4,500 hotel rooms, plus cabins, tents and several huge campgrounds. But match a total of 5,148 sleeping accommodations, or "pillows," as they are called, against 70,000 visitors on a holiday weekend, and you have chaos.

V and VI

REFERRAL (18)

Youngsters who have committed some vandalistic act from very slight to the most serious should be referred to one or more of the following depending upon the type and severity of the act. Naturally, the first ones should know about the youngster's misbehavior are the parents,

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and as much as possible must be done through them for the correction of the child. Then again you may have to refer the boy or girl to some social agency, public or private, for specialized help, examination or treatment. Or if necessary to the local Juvenile Aid Bureau or other police juvenile organization or officer. If the vandalistic act suggests it, the police might have to be contacted or maybe, as a last resort, the Juvenile Court itself. In determining which type of referral is needed in each case, the different types of vandalism should be kept clearly in mind, as each suggests the kind of treatment needed.

VI

Restitution: A Part of the Battle (25)

About two-thirds of the districts responding to the Education U.S.A. survey reported they take civil action against pupils (or parents) when vandalism guilt is established. This at first is usually a request for the parent to pay the damages or a portion of them (some states have a limit). If the request is ignored, action is taken in small claims or superior court.

However, school officials say the amounts recovered are "minimal," "disappointing" or "very low." A number of them complained that they get little cooperation from the courts. Many children involved in vandalism come from poor homes where deprivation exists and restitution is impossible. Other deviant children often hold financial responsibility laws as a club over the heads of their parents.

Though they do not have high hopes that vigorous attempts at restitution will have any dramatic effect on curbing vandalism, many school officials are making such programs a part of their overall battle against vandalism. Evidence can be found in the Baltimore report which shows that the average collected in restitution on a per-pupil basis rose steadily from 1966 to 1969.

In the 1966-67 report, for example, the gross per-pupil loss for the 39 reporting districts was $1.20 and restitution averaged 7 cents, an average net loss of $1.13. In 1967-68, gross loss was $1.87 with restitution increasing to 18 cents, a net loss of $1.69. In 1968-69, gross loss was $1.91 with restitution up to 28 cents, a net loss of $1.63.

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Los Angeles is among the districts vigorously pursuing restitution. It told Education U.S.A. it was pressing a policy of taking parents to court to pay for damages caused by their children. In November 1970, suits against parents had passed the $100,000 mark. Damage awards had reached the $17,592 mark. Many of the cases were listed as "pending." Los Angeles also reported that the district had won 49 of 50 cases filed in 1969. The district had recovered $21,203 in direct collection efforts in 1969-70. A district report notes that letters are sent to parents demanding payment if the damage is over $20. As many as five letters are sent before court action is initiated.

A number of districts make students work off their debts for vandalism damage. Oklahoma City follows this policy. It also may notify parents that the student's report card will be withheld until damages are paid or a student work agreement is arrived at. Bud Tatum, director of the Oklahoma City schools' security department, said the work system is generally for students whose parents can't afford to pay for damages. The student can work off the debt at $1.75 to $2 an hour, performing gardening and other tasks.

"Sometimes, where painting is involved, the district may furnish the paint," said Tatum. "But we make the child do the painting, to cover up whatever he's written on the wall. The approach depends on the circumstances."

VII

In the past few years, school vandalism and violence, once the marks of a few destructive "bad boys" and "psychotics," have taken on the magnitude of a national dilemma. Educators are asking perplexing questions as they tally up the costs--an estimated $200 million annually for vandalism alone:

Total Cost of Vandalism: An Uncertainty (25)

Although it has been estimated that national losses from school vandalism, window breakage, theft and arson run to $200 million annually, there is no accurate tally sheet. For there is no national repository where such losses are recorded. Nor, apparently, do most states keep any kind of definitive records.

However, occasional surveys have been made by various school districts in an attempt to pinpoint the magnitude of the losses. The best of these is a

much quoted survey which has been conducted by the Baltimore, Maryland, public schools since 1964. It is called the Vandalism Study of Selected Great Cities and Maryland Counties.

The Baltimore report shows that total losses for "miscellaneous vandalism, arson, larcency and window breakage" for 39 cities and 14 Maryland county districts for 1968-69 were $13,646,170. The cities accounted for $12,724,928 of that amount. In the 1967-68 Baltimore report the cities had reported losses of $11,918,603. The counties were not included in that report.

The 39 cities included in the Baltimore study read like a roll call of the nation's urban school districts, but they still represent only a fraction of the total school enrollment. Chicago, for example, was not included. And Chicago's losses for burglary, theft, fires and window breakage in 1969 were reported at over $2 million. This was an increase of 7% from the previous year, which was an increase of 60% from 1967.

Among the cities not included in the Baltimore report were some responding to the Education U.S.A. survey:

. Philadelphia--a $2.5 million loss in 1969.

. Minneapolis--a $50,000 loss in 1969 and a $100,000 loss in 1968.

About 60% of the school officials answering the Education U.S.A. survey said vandalism had increased in their schools. Even those reporting no increase pointed out that costs for security and for replacing buildings, equipment, windows, materials and supplies were steadily going up.

Everett S. Dean, business manager of the Toledo, Ohio, schools, said: "The new Lexan plastic window material, although it is reducing window breakage, keeps replacement costs up because it costs three times (others have reported six times) that of normal glass. However, as more and more windows are replaced with this material, costs should go down."

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Another point on the reporting of losses was revealed by the Education U.S.A. survey. Nearly all districts responding reported they do not keep separate records on losses due to carelessness or mischief such as defacing of walls, books and desks. Several districts, for example, estimated that about 50% of the repair cost for instructional equipment is due to misuse of the equipment. This kind of school-hour vandalism, said one official, is due to poor administration. "Many schools have no vandalism during school hours," he said, "because the principal or headmaster is very serious about it."

A Different Look at Loss Totals

The big city districts such as New York, Los Angeles, Chicago and Philadelphia make nationwide headlines when reporting vandalism losses. The gross totals often run into several million dollars annually. But on a per-pupil basis, these cities are usually down on the list.

This is graphically illustrated by the following partial summary of per-pupil costs of vandalism in the 1968-69 Baltimore report:

City	Cost per Pupil	Restitution per Pupil	Net Cost per Pupil
Boston	$4.88	$ .02	$4.86
Cleveland	4.56	.10	4.46
St. Louis	4.59	.16	4.43
Baltimore	3.77	.04	3.73
Cincinnati	3.73	.05	3.68
Newark	3.80	.13	3.67
Milwaukee	4.31	.94	3.37
Louisville	3.08	.01	3.07
New York	2.86	--	2.86
Detroit	2.86	.12	2.74
Minneapolis	2.21	--	2.21
Syracuse	2.47	.26	2.21
Los Angeles	2.31	.28	2.03

It should also be stressed that per-pupil losses rise and fall. They often depend on a school fire, perhaps caused by arson or a riot. Tampa, Florida, for instance, which led the 1967-68 Baltimore report with a net per-pupil loss of $6.72, reported a net per-pupil loss of only 30 cents the year before. The jump was due to a massive increase in fire losses. In other words, the unenviable position of being high on the list of cost per-pupil may depend on luck as much as on security measures.

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Loss Figures Grossly Understated?

Bernard Greenberg, researcher on vandalism at Stanford Research Institute (SRI), Menlo Park, Calif., thinks an estimate by the National Education Association of $200 million in annual losses is "grossly understated." Greenberg recently completed an SRI-sponsored report on School Vandalism: A National Dilemma. He included in his research the Baltimore report (of 1966-67) plus a survey of 265 California school districts. The survey, which produced 119 responses, representing about half of California's school attendance, was conducted by the California Association of School Business Officials. Total losses for the years 1965 through 1968 were listed at $6.7 million, and the districts paid $5.2 million in insurance premiums. The amount recovered from insurance was $3.7 million--for a loss of 70% to the districts.

In commenting on losses from burglary (called larceny in the Baltimore report), arson and property damage (malicious mischief), Greenberg said "...the cost figure is grossly understated because it does not include in all instances losses attributable to burglary, theft and property damage repaired by resident maintenance staffs. Nor does the cost figure take into account costs to equip and maintain security forces and law enforcement costs to patrol and respond to calls reporting incidents. Many school districts carry theft insurance, but the costs are exceedingly high. Where data on selected school districts' theft losses are available, the dollar amounts are significantly high."

Greenberg's point was made in another way by Hugh McLaren Jr., executive director of New York City's Office of School Buildings, in a report on the city's losses. Noting the 1969 loss was $2,266,025 from vandalism-related causes, he pointed out that this did not include defaced walls and desks, broken furniture and fixtures. He said the actual damage is much higher, adding: "If the cost of education lost by children due to stolen equipment, defacements and other damage were to be included, the total would be three times the amount quoted in the report."

Losses Are More Than Dollars

As noted by McLaren, educational losses must also be considered. So must the losses to society if the schools are brought to their knees by crime within and against their walls.

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The point on losses to pupils was poignantly made in March 1970 by Principal Stewart Henley, on surveying the damage and equipment losses to his "beautiful new" Seaton Elementary School in Washington, D. C.

"You're losing record players, you're losing television sets. And they can't be replaced fast enough. You come in and you have something planned, and then you have to get things cleaned up and make the reports and the inventory.... When it happens day after day, it gets on your nerves."

Other school officials have pictured the losses in other ways:

- A $60,000 loss in broken windows could pay for eight reading specialists or feed 133 children breakfast for a year.
- A $500,000 loss could finance 10 community schools or other beneficial school programs.
- Vandalism endangers both student and teacher morale, engenders an atmosphere of suspicion, leads to strained relationships and causes undue emphasis on repressive measures.

THE INSURANCE PROBLEM (25)

"A steel vault encased in concrete at the bottom of the bay" is about the only thing schools can insure against fire. This lament by Superintendent Joseph F. Zach of Asbury Park, New Jersey, in an article on the "insurance problem," is an overstatement. But it's the kind of lament being heard with increasing frequency.

Many school administrators point out that only a few years ago schools were wooed by the insurance industry as "good risks." Now this has changed. And school districts all over the country are reporting difficulty in obtaining insurance. Half the districts answering the Education U.S.A. survey said rates have increased. Many are either paying higher premiums, higher deductibles or, in all too many instances, having policies cancelled or flatly rejected.

About half those responding to the Education U.S.A. survey reported an increase in rates, although they had no increase in vandalism. The others, including several self-insured big city districts, reported they were victims of increased theft, vandalism and violence.

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Insurance officials say it is this increase in theft, vandalism and violence, often leading to arson, that has caused the increase in rates, deductibles, cancellations and outright refusals of insurance. Frank G. Harrington, senior vice president of Insurance Company of North America, explained the reason for the cutback of insurance to schools: "Today our product is in greater demand than ever before and yet because of the very thrust of economic and social circumstances we have been forced to cut back on its availability. As demand has increased, the supply of protection has decreased. For the principle of insurance cannot be made to work profitably in an age of crisis. It can only work where criminal acts are exceptions, where vandalism and arson are rare occurrences, where honesty and self-discipline replace permissiveness, where accidents are accidental and where inflation at most is mild.

"Because we have not yet found a way to make our product available in sufficient quantity to various members of the public, we are....an embattled and beleaguered industry. We are criticized widely--by public officials, the press and the public. Our public opinion surveys, conducted to help us with a critical sense of self-awareness and to illuminate both problems and opportunities, confirm that we must do a better job of both service and communication to enhance our reputation." However, many school officials do not buy the explanation of an industry going broke. They say "no facts and figures have been presented." They claim "the insurance industry is running scared." But the industry counters: "How do you rate a social risk?"

Help on the Way?

If insurance companies can't handle the growing cost of theft, vandalism, arson and violence, who can? The answer to many school officials is federal or state intervention, an idea the insurance industry dislikes. In the past few years, some states and the federal government have passed laws or adopted plans which can help many beleaguered school districts. Major among these is the federally backed Fair Access to Insurance Requirements (FAIR) plan. The plan, under the direction of the Department of Housing and Urban Development (HUD), provides aid in obtaining "essential property insurance" in high-risk areas. This, according to HUD, provides for "insurance against direct loss to property as defined and limited in standard fire policies and in (1) extended coverage, and (2) vandalism and malicious mischief endorsements thereon,

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as approved by the state insurance authority." To qualify for insurance aid under the FAIR plan, the state must participate. HUD lists 26 states, the District of Columbia and Puerto Rico as participants. Information about the plan can be obtained from HUD regional offices located in New York, Philadelphia, Atlanta, Chicago, Fort Worth, San Francisco, Seattle, Los Angeles and San Juan, Puerto Rico.

In addition to the FAIR plan, the HUD Act of 1970 says the federal government may enter directly into the business of selling crime insurance as of August 1, 1971, in states where no such insurance is now available.

A number of states are also moving in the direction of easing the insurance problem. New Jersey recently passed a law permitting increased rates, which made it possible for many districts to purchase insurance. Formerly they had been denied insurance because of low rates. Twelve states also have "open competition" laws which allow rate hikes subject to later investigation. However, it has been noted that in Florida rates have been constantly going up under such a law. Some states have also passed laws permitting school districts to become self-insured. And many big city districts, such as Los Angeles, New York, Chicago and others, are largely self-insured.

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Explusion, Student Discipline and Vandalism (25)

Is expulsion, in-school detention, spanking or tougher discipline the answer--or one of the answers--to increasing vandalism and violence? In the heat of anger, frustration, the shock of particularly destructive or violent incidents, these are often proposed as the first "solutions." Parents and many school officials call for a "crackdown" on "malcontents and hoodlums" and the firing of any school person who can't control them.

Disciplinary measures, however, may be more of an excessive in venting frustration than a realistic solution. Expulsion causes a real dilemma in many school districts and results in many of the so-called "outsiders" causing problems. Yet there is debate on the issue.

Some principals feel that short-term expulsion--several days--is avoiding the issue. This point was made by the New York High School Principals Association, which said that New York's short-term expulsion policy only briefly interrupted some students from their mischief making and destruction. An association spokesman

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said in 1969, when the district's security guard program was being proposed, that it "...does not provide for any real method for educating the hostile, the arrogant and the criminal."

On the same subject, another New York City educator said 80% of the problem could be stopped if the schools could be freed of 4,000 to 5,000 students who are causing difficulties. Another critic declared: "You have kids in schools who are guilty of assault, arson, rape and dope pushing. They are suspended and back in school in one day." He added that for some reason many city and other officials feel the schools can handle them, although the jails and other social agencies can't. Someone has to realize that "some kids are not educable," he said.

The Syracuse survey noted that all the high schools it studied "retain the age-old power and practice of suspension and expulsion." It pointed out that "overcrowding" has been used as an excuse for dismissal--in many cases, without the benefit of due process.

"The dilemmas are real," said the report. "A few disruptive students can make it quite impossible for the majority in the school community to carry on normal educational functions. On the other hand, throwing disruptive students out of school is likely to increase delinquent behavior in the wider community and to produce a nucleus of very real 'outside agitators' who return to the school building or its periphery for purposes of further disruption."

San Francisco's James J. Hamrock also stressed the suspension problem in his testimony to the California committee probing attacks on teachers. Suspension, he said, seems to create drifters from school to school. He noted that in 1963-64 San Francisco had 5,800 students on suspension. This figure went up to 14,288 in 1969-70.

The Senate Subcommittee on Juvenile Delinquency claimed in its 1970 report that many schools encourage unruly students by taking the wrong action first. The minimum step is to remove the, the subcommittee said. "Then, the next step is to treat them." The Syracuse survey also stressed that disruptive children should be treated, rather than disciplined. It said the practice of requiring suspended or expelled pupils to bring a parent or other adult to school with them in order to be

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reinstated "can brutalize the troubled and troublesome youngster even further by involving punishment-prone parents in the disciplinary process."

Detention, such as forced study halls, dark closets or a prison-like atmosphere, while providing a "custodial function," probably does no more good than prison for criminals. The rate of recidivism is high in both cases. Rather, the report stressed, the answer might lie in attempting the more expensive and more difficult humane approach of the "positive influence of able guidance counselors or supervisory personnel who take the time and trouble to work with a distrubed youngster."

The social costs of "detention psychology" are inordinately greater than those of "intelligent, psychological rehabilitation," the report said. But too few schools understand this reality and fewer have tried a more positive approach. "The most exemplary practices we have observed in a number of urban settings have involved special schools for the 'unruly,'" the report said. "These are usually designed to be short-run, socializing agencies (often with non-school environment) in which intensive efforts are made to 'get through' to the student, to discern the nature of his problem and to help him in a personal way back to the heightened socialized motivations. An example of this type of public institution is the '600' schools in New York City. Private examples in New York state would be Children's Village in Westchester County or St. Christopher's School at Dobbs Ferry. Unfortunately, such arrangements are rare. Far more common are practices symbolized...by an old and decaying high school in the East where students in detention spend their time copying the Bill of Rights over and over again."

Of course, there are numerous other examples of schools attempting to deal with troubled and troublesome youngsters in a positive way. California requires that all districts provide continuation high schools. Students in these schools are usually the dropouts, the "turned off," the troubled and the troublesome. In an attempt to prevent these schools from being primarily custodial institutions, many of the better ones try to provide individualized programs for their students, who often have jobs and attend school only part time. San Francisco's Opportunity High School has received glowing praise from some of its students. They urged the school board to approve another like it. Said one student: "It's really pathetic that there are a lot of kids walking the street with no school to go to, and even with no home to go to, and some are selling dope. Opportunity High provides part of the answer."

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There is no evidence to show that a "crackdown" in discipline, spanking, suspension or expulsion does much more than intensify the problem in many cases and in too many school districts. There have been no concrete, positive results even in cities which have laws punishing parents for the acts of their delinquent children.

CURFEWS: VALUABLE OR WORTHLESS (18)

THE PROBLEM

With vandalism and juvenile delinquency on the continuous increase, and in the belief that children on the loose out at night at all hours are one of the causative factors in this regard, city officials have recently been taking another look at the value and effectiveness of curfew laws. It is felt that if these youngsters can be kept at home after dark where they belong they will have less chance of getting into trouble and of making trouble for others.

Curfews in general are as old as history. Originally a curfew was a signal, usually the tolling of a bell at a fixed hour, requiring the inhabitants of a community to put out their lights and fires and go to bed. This was an enforced regulation during the Middle Ages in Europe and originated as a precaution against fire. Through the centuries the curfew still survives in various parts of the world and for various purposes. In the United States it has been a means of announcing the lateness of the hour, a warning to minors to go indoors or as a police measure against the nocturnal continuance of drinking at bars, congregating at places of entertainment or, during wartime, as a means of conserving coal, oil, and other materials necessary to war and as a precaution against air raids. The curfew might also be used to clear the streets as a protection against sabotage and underground activities and for various other reasons, social, military and domestic.

Today a curfew ordinance generally is a local law making it unlawful for a child under a certain age to remain on the streets or in designated forbidden places between certain hours at night and in the morning.

The values and general effectiveness of curfew laws in combatting delinquency or in reducing vandalism have been discussed in this country all the way back into the early 1800s and is just as unsettled a question today

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as it was 100 years ago. Many hundreds of cities, towns, counties, and larger areas have placed curfews on the lawbooks and almost as many have given them up as useless or not worth enforcing or impossible to enforce. Yet some police officers today claim that they really are a help in accomplishing the purposes for which they were created.

Some officials consider curfews appropriate for keeping children at home nights, while lawyers debate their constitutionality. Some policemen look to the curfew as a legal safeguard for questioning juveniles who may be loitering or wandering the streets after dark while many others detest the curfew as a nursemaid's job and claim it is without value.

Mrs. John D. Twonsend, writing in "The North American Review" on the values of "Curfew for City Children," December, 1896, comments that "The curfew ordinance places responsibility where it belongs, on the parents." But Winfred Buck in an article of re-buttal in the same magazine in 1897, analyzing the values of curfews, declares that "I cannot believe that if the curfew were enforced it would lessen the crime among children. No law can keep them at home and a curfew would be just another law for thme to exercise their ingenuity in breaking."

In December, 1943, Kathryn H. Welch, of the then Social Service Division of the Children's Bureau in Washington, D.C., in her article "The Curfew -- Is It a Desirable Measure?" lists many reasons why the curfew will NOT prevent undesirable activities by children, but "may even promote them in some instances."

TYPICAL CURFEW ORDINANCES

Curfew ordinance from the state of Arizona

RELATING TO JUVENILES: PROVIDING A CURFEW: PROHIBITING LOITERING, AND PRESCRIBING DUTY OF PARENT OR GUARDIAN

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ARIZONA:

Section 1. DEFINITIONS. In this Act, unless the context otherwise requires:

"Living quarters" includes the room customarily used for sleeping and the house, apartment, dormitory, flat, and the immediate premises surrounding such place.

"Juvenile" means a person under the age of eighteen years.

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Section 2. CURFEW ESTABLISHED. It is unlawful for a juvenile to be absent from his living quarters between the hours of 11:00 p.m. and 4:00 a.m., but such juvenile may be absent from his living quarters until the hour of twelve midnight on Friday and Saturday evenings, and on the evening immediately preceding any legal holiday.

Section 3. EXCEPTIONS. The provisions of Section 2 shall not apply to a juvenile who:

Is going to or returning from officially recognized or approved educational or vocational classes;

Is accompanied by his parent, guardian, teacher, or other adult having his care, custody or supervision;

If married;

Has permission to be absent from his living quarters, which permission has been granted by his parent, guardian, or other adult authorized to grant such permission.

Section 4. LOITERING PROHIBITED. (a) It is unlawful for a juvenile to loiter between the hours of 10:00 p.m. and 5:00 a.m. in a public street, highway, road, alley, park, playground building, or other public places, or in or about a place of entertainment, vacant lot, or other unsupervised place.

(b) The provisions of this section shall not apply to a juvenile who is married, nor when he is on an emergency errand, or is accompanied by his parent, guardian, or other adult person having his care, custody or supervision.

Section 5. DUTY OF PARENT OR GUARDIAN. It is unlawful for a parent or guardian of a juvenile to permit such juvenile to loiter between the hours of 10:00 p.m. and 5:00 a.m. in a public street, highway, road, alley, park, playground, building, or other public places, or in or about a place of entertainment, vacant lot, or other unsupervised place, unless such juvenile is on an emergency errand, is accompanied by his parent or guardian, or other adult person having his care, custody, or supervision.

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Section 6. PENALTIES. (a) A juvenile who violates any provisions of sections 2 and 4 of this Act, is guilty of a misdemeanor and proceedings shall be taken against him as provided by article 1, chapter 46, Arizona Code of 1939.

(b) A person other than a juvenile who violates any provision of section 5 of this Act, shall upon conviction for the first offense be punished by a fine of not less than ten or more than twenty-five dollars, imprisonment for not less than five nor more than ten days, or by both such fine and imprisonment. For any subsequent conviction within a period of six consecutive months he shall be punished by a fine of not less than twenty-five nor more than one hundred dollars, imprisonment for not less than ten or more than twenty days, or by both such fine and imprisonment.

Section 7. EMERGENCY. To preserve the public peace, health and safety it is necessary that this Act become immediately operative. It is therefore declared to be an emergency measure, to take effect as provided by law.

And here follows the PHILADELPHIA curfew ordinance of 1959. Note particularly that this Philadelphia ordinance makes OPERATORS of establishments or their employees (Sec. 10-305) liable to fines (Sec. 10-306, Par. 3) a very important item in a curfew ordinance.

COUNCIL OF THE CITY OF PHILADELPHIA
CURFEW REGULATIONS

Chapter 10-300: MINORS

10-301 LEGISLATIVE FINDINGS

(1) The Council finds that:

(a) An emergency has been created by a substantial increase in the number and in the seriousness of crimes committed by minors against persons and property within the City, and this has created a menace to the preservation of public peace safety, health, morals and welfare;

(b) The increase in juvenile delinquency has been caused in part by the large number of minors who are permitted to remain in public places and in certain establishments during night hours without adult supervision;

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(c) The problem of juvenile delinquency can be reduced by regulating the hours during which minors may remain in public places and in certain establishment without adult supervision, and by imposing certain duties and responsibilities upon the parents or other adult persons who have care and custody of minors.

10-302 DEFINITIONS

(1) In this chapter the following definition apply:

(a) Establishment. Any privately owned place of business carried on for a profit or any place of amusement or entertainment to which the public is invited;

(b) Minor. Any person under the age of 17 years.

(c) Official City time. Eastern Standard Time except from the last Sunday in September, it shall be Eastern Daylight Saving Time;

(d) Operator. Any individual, firm, association, partnership, or corporation operating, managing or conducting any establishment; and whenever, used in any clause prescribing a penalty the term "operator" as applied to associations or partnerships shall include the members or partners thereof and as applied to corporation, shall include the officers thereof;

(e) Parent. Any natural parent of a minor, a guardian, or any adult person, 21 years of age or over, responsible for the care and custody of a minor;

(f) Public Place. Any public street, highway, road, alley, park, playground, wharf, dock, public building or vacant lot;

(g) Remain. To loiter, idle, vander, stroll or play in or upon.

10-303 UNLAWFUL CONDUCT OF MINORS

(1) No minor shall remain in or upon any public place or any establishment between the hours of 10:30 p.m. and 6:00 a.m. of the following day, official City time, except that on Fridays and Saturdays the hours shall be from 12 midnight to 6:00 a.m.

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(2) The provisions of this Section shall not apply to any minor accompanied by a parent, or to a minor upon an errand or other legitimate business directed by such minor's parent, or to any minor who is engaged in gainful lawful employment during the curfew hours.

10-304 UNLAWFUL CONDUCT OF PARENTS

(1) No parent shall knowingly permit any minor to remain in or upon any public place or any establishment between the hours of 10:30 p.m. and 6:00 a.m. of the following day, official City time, except that on Fridays and Saturdays the hours shall be from 12 midnight to 6:00 a.m.

(2) The provisions of this Section shall not apply to any parent who accompanies a minor or to a parent who directs a minor upon an errand or other legitimate business or to any parent of a minor engaged in gainful lawful employment during the curfew hours.

10-305 UNLAWFUL CONDUCT OF OWNERS OR OPERATORS OF ESTABLISHMENTS

(1) No operator of an establishment or their agents or employees shall knowingly permit any minor to remain upon the premises of said establishment between the hours of 10:30 p.m. and 6:00 a.m. of the following day, official City time, except that on Fridays and Saturdays the hours shall be from 12 midnight to 6:00 a.m.

10-306 ENFORCEMENT AND PENALTIES

(1) Any police officer who finds a minor violating any provisions of Section 10-303 shall obtain information from such minor as to his name and address, age, and the name of his parent or parents. The minor shall thereupon be instructed to proceed to his home forthwith. The information obtained from the minor shall be forwarded to the Juvenile Bureau, which shall cause a written notice to be mailed to the parent or parents of the minor, advising of the violation of this Section 10-303.

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(2) Any parent who shall violate any provision of Section 10-304 after having received notice of a prior violation shall be fined not less than $5.00 or more than $100.00 for each violation, together with imprisonment not exceeding 10 days if the fine, together with costs, is not paid within 10 days.

(3) Any operator of an establishment and any agents or employees of any operator who shall violate the provisions of Section 10-305 shall be fined not less than $25.00 nor more than $300.00 for each violation, together with imprisonment not exceeding 30 days if the fine, together with costs, is not paid within 10 days.

(4) Each violation of the provisions of this Chapter shall constitute a separate offense.

CURFEW HOURS

Curfew hours after which youngsters are not supposed to be on the streets vary all the way from 8:00 p.m. for children under 12 to midnight for youth under 18. Ten p.m. is the most generally used curfew hour. Some cities have it one hour earlier in the wintertime. Other cities move the curfew hour back a half hour to a full hour on Friday and Saturday nights, and others require girls to be in a half hour to one hour earlier than the regular curfew hour.

EXCEPTIONS

Here's where we run into lots of trouble because of many and various exceptions. Nearly all curfews are canceled if the youngster is accompanied by parent, guardian, or other adult, or if he has written permission from his parents or guardian or the chief of police, or if he is employed and going to and from his work, or if he is going to or from a supervised school, church, recreational, or other legal and accepted activity. And there are other exceptions. A police officer finds it a most difficult job trying to keep up with the exceptions.

POLICE PROCEDURE

Generally when a police officer finds a minor violating the curfew ordinance he takes his name and address and of his parents or guardian and instructs the minor to go straight home. The information is forwarded to the juvenile aid bureau or the juvenile officers of the police department and a written or telephoned notice is mailed or delivered by non-uniformed police to the parents advising of the violation and instructing the parent or guardian to come to the station house to discuss the

situation. In other cases the youth is either taken home or to the police station, but he is not detained any longer than it requires to notify the parent to come and take him home. Then again the following day a police officer, out of uniform, might call upon the parent for discussion of the situation, especially to advise the parent of his responsibility in the matter. In some cities, on the first offense, parents are notified in writing when their children violate the curfew laws and are either visited by a police officer out of uniform for discussion and warning or are instructed to talk with the officer at the station house. On the second offense, the magistrate is also notified, and he summons the parents to a formal hearing. If an out-of-town youngster violates the curfew, the police notify the chief of police of the youngster's home town, with a request that he notify and talk with the boy or girl's parents.

In some suspicious cases a youngster can be arrested without a warrant and penalties may vary from referring the youngster to the juvenile court or fines for the child or the parents or no penalties at all. Lack of cooperation from parents, especially after a second offense, may bring down penalties of fines from $5.00 to $250.00 and jail sentences from 5 days to 90. In the Philadelphia curfew, the fine for an OPERATOR of an establishment or an employee may vary from $25.00 to $300.00, together with imprisonment up to 30 days.

VALUES
ARE CURFEWS ANY GOOD?

Some police officials and others say that they have very definite value, that they do help to decrease delinquency and vandalism.

Police Commissioner Thomas J. Gibbons of Philadelphia states that "Police enforcement of the curfew in Philadelphia is steadily increasing. This enforcement has been accepted by all members of the police department as a portion of their regular police duties. I believe the curfew is of real value. Not as a cure-all for juvenile delinquency but as a police technique in limiting opportunity and excessive leisure time. It also points up the direct responsibility of parents to know and control their children's whereabouts and activities."

Other claims for the curfew state that a county curfew or a state-wide curfew is far superior to any city curfew because it helps solve the very important border problem.

CONCEPT NO.

X

Of course, the curfew ordinace, like any other, is of very little value IF NOT ENFORCED. On the other hand, if an honest attempt is made to enforce it, it can produce some real values.

-It focuses public and parental attention on keeping their children at home.

-Many parents, especially in Philadelphia and in other cities, have expressed gratitude to the police for this help.

-It gives police another legal way of working on this problem, another method of warning parents to do a better job with their children.

-It is particularly valuable if operators of youngsters' hangouts, poolrooms, dance halls, candy stores, dine-and dance joints, hamburger joints, all-night eating places, and similar establishments send all their minors home at the curfew hour.

-It limits the temptation and opportunity to get into trouble, especially after dark.

-It is especially helpful to all the officers of a police department, not only the juvenile officers. Officers in patrol cars, patrolwomen out of uniform also interrogate youngsters and can bring them to the station house, especially under suspicious circumstances.

-In Philadelphia alone 404 arrests resulted in 1955 through this procedure, 445 in 1956, and 266 arrest in 1957.

-Many crimes have been leared through bringing in youngsters out after the curfew hour and interrogating them at the station houses.

-It eliminates the corner gangs and hangout groups.

-It is especially valuable against that type of parents who knowingly permit their minors out after dark.

-Many police chiefs believe that the general laws and the penal laws are not enough to be effective. Such laws hold that minors must do something more than just being out after dark before they can be picked up.

-A curfew can clear the streets of youngsters if that is wanted. This is especially valuable at emergency or special times.

CONCEPT NO.

X

DISADVANTAGES - CURFEWS DON'T WORK

-For every police chief, policeman, city official or other person professionally interested in the delinquency problem, who claims that curfews are valuable in reducing delinquency or vandalism there is probably a score of others who disagree with him (and this is a very conservative statement). Here is but a partial list of all the reasons given by officials who have tried curfews in their communities,--why they have discontinued them, why curfews have become a dead letter, why they are unenforceable--in short, why they don't accomplish the purpose for which they were created.

-The curfew is UNCONSTITUTIONAL. The California Court of Appeals, Third District, decided February 8, 1957, that "The conclusion appears inescapable that the ordinance in question is invalid and unconstitutional."

-There are TOO MANY EXCEPTIONS and police officers find it very difficult to know when and how to apply them.

-Delinquency surveys in various areas have proven that most juvenile crime occurs IN DAYLIGHT HOURS and early evening, generally from 4:00 to 10:00 p.m. Most vandalism occurs during daylight hours, especially on weekends. Eight-six percent of delinquency and vandalism occur BEFORE 9:00 p.m. Getting youngsters off the streets after this hour won't materially affect this problem.

-Youth-serving agencies, churches, schools, community citizen groups and a long list of other agencies have so many evening affairs that it is IMPRACTICAL (maybe impossible) for any police department or individual police officer to know what is going on each evening.

-The record shows that over 3000 cities, towns, counties and states have had curfews, and nearly all of them are DEAD LETTERS.

-Curfews are easy to circumvent, which in turn reduces respect for law and calls upon the ingenuity of youngsters to evade it.

-It will INCREASE ILLEGAL ACTIVITIES INDOORS and drive youngsters into places worse than the streets.

-It will send many youngsters OVER THE BORDER (city, town or state) beyond the jurisdiction of the curfew. Not even a state-wide curfew can prevent this.

CONCEPT NO.

X

-Those who need the curfew most, for whom it was created, will CIRCUMBENT it, and those who don't need it will be PENALIZED by its use.

-Police dislike it because it is a NURSEMAID'S JOB, a nuisance, and very often places them in embarrassing and difficult situations.

-Police cannot determine GIRLS' AGES.

-It is another PROBHIBITION, another "Thou shalt not".

-In densely populated areas (especially big cities) it will require MORE POLICE to begin to do this job.

-Officers must rely on SNAP JUDGMENTS whether the youngster is lying or not.

-It is a NEGATIVE approach and solves no basic problem.

-Most police officials and other law enforcement professionals claim that the curfew is not needed to allow a police officer to interrogate a youngster out after dark. The GENERAL LAWS and the PENAL LAWS are enough for this purpose.

-Officers cannot possibly know about HOME PARTIES, unofficial events.

-Curfews tend to relieve parents of THEIR RESPONSIBILITY by placing it in police hands.

-The BORDER problem is insurmountable. Every city, village, town, county, state has a boundary line, where the curfew jurisdiction ends, and it is easy for the youngster to cross that boundary line, where there are no curfews. In this automotive age this is a serious obstacle blocking proper enforcement of curfew laws.

-Many PARENTS DO NOT WANT the curfew enforced.

-The problem of enforcement is much greater than the results JUSTIFY.

-Curfews will promote MORE INDOOR HANGOUTS of the wrong kind.

-Will police officers stop and investigate all AUTOS after the curfew hour? Palpably this is impractical.

CONCEPT NO.

X

-If the officer sends or takes a youngster home and the parents are not home and the door locked, what then?

-What curfew hours will be used for VACATION days?

-Jailing, educating, fining parents HASN'T WORKED in the past. Why will it work because of curfews?

-If a boy or girl runs will the officer CHASE him or her?

-A youngster with a written note from his parents to attend a legal evening affair (school, church or other) might be there for only FIVE MINUTES and in various other illegitimate activities the rest of the evening. The parental note will hardly cover this situation, and a boy or girl is in the clear as far as the curfew is concerned.

-Curfews or any other laws CANNOT LEGISLATE RESPONSIBILITY into irresponsible parents.

-Parents are considerably disturbed if their children are stopped and questioned by the police while in uniform.

-Parents want to RETAIN THE RIGHT of determining how late their children are to stay and don't want the police to do it for them.

-If parents are fined or jailed because their children disobeyed them and stayed out after curfew hours, the TENSION AND "CLIMATE" of that home is materially worsened. This negative result of curfew enforcement is hardly desirable. The cure might be much worse than the disease.

-There are many sections of the penal laws in most states which law enforcement officers can use in lieu of curfew ordinances (for instance, in New York State) under the penal law,--Section 43, penalties for acts for which no punishment is expressly prescribed--Section 483, endangering life or health of a child--Section 494, punishment of parents or guardians for contributiong to the delinquency of children--Section 720, disorderly conduct--Section 2092, unlawful assembly, and also the Children's Court Act--Section 2, Subdivision 2, definition of a delinquent child. Every state has similar laws which enable an officer to interrogate a youngster out after dark.

CONCEPT NO.

X

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XII

What Are the Causes? (25)

What are the causes of increased vandalism and violence in the schools? Many studies on the question have pointed out that the causes are deep-rooted and complex. They cannot be written off, as they so often are, with expressions of shock over this "senseless, wanton destruction."

As pointed out in Urban School Crisis: "The usual reaction of the school system and of the general public to acts of vandalism has been one of anger, not only because of the damage caused and the hostilities expressed, but because of the senseless acts. However, studies of youth violence have indicated--without absolving the perpetrators of responsibility for their acts--that vandalism is not as pointless or aimless as it appears.

"Perhaps," adds the report, "the most serious aspect of vandalism is the set of messages it conveys: that students look upon the school as alien territory, hostile to their ambitions and hopes; that the education which the system is attempting to provide lacks meaningfulness; that students feel no pride in the edifices in which they spend most of their days."

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The Syracuse survey describes what might be called a "vicious circle": The basic problem stems from the ills of society. They affect the schools, which are unable to root out the problem. So, many students, unable to perceive positive societal guidelines and with little motivation to become responsible citizens, go back into society to start the vicious circle over again.

The survey listed 10 "societal" and six "in-school" causes of disruption on high school and junior high campuses, which often lead to destruction and violence, and warned:

"It is, of course, absurd to lay all the blame for disruption on the schools. Everyone knows that they import massive doses of social and educational difficulty every day they are open. It is equally absurd to say, in the words of a few very defensive schoolmen, that a school is 'merely a receptacle for problems it does not create and cannot be responsible for.'"

The report lists the following "societal causes" of disruption in schools:

. Violence in America: Students are living in violent times when"....every day physical confrontations between and among humans in America are in the news."

. The success of the civil rights protests of the 1960s: Students have noted that the spearhead of the protests and demonstrations was against unjust, racist laws. This has caused them to believe that when the rules are "wrong," they have a right to get them changed "by almost any means."

. The visibility and apparent success of college protests: These have caused a "ripple" effect from the universities to the secondary schools.

. The expression of ethnic /racial pride: The blacks, chicanos, American Indians are demanding that schools stop hiding behind "administrative fiat" and live up to their promise as equalizers of society.

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. Participatory democracy: The establishment of poverty programs in which". . .there has been an increasing and unprecedented effort on the part of low-income groups to participate meaningfully in the formation of American public policy."

. Slum life styles: Students, many of them fatherless, live in the depth of squalor, broken glass, predators and deprivation that most Americans cannot comprehend.

. Black revenge: Extortion, bullying and attacks on white students which have a clear racial basis because it is "Whitey's turn to take some heat."

. Racism---black and white: Black students are continually discouraged by constant, imperceptible snubs, glances and petty insults which say "you are second." Whites are considered to be irredeemable racists. So only a black explosion can bring white society to its knees.

. The television generation: Hundreds of millions of television sets daily report violence, how militants operate and the discrepancy between the nation's claims and its practices.

. Situation ethics and the new permissiveness: Authority systems are on trial because of the many double standards in sex, "illegal" drugs vs. alcohol, wealth and poverty, etc. Many students feel they might as well "live it up" because they might get arrested or called by the draft tomorrow.

Tradition of Violence Blamed

The Syracuse survey stresses "violence in America" as the chief societal cause for disruption in high schools. It also notes that while our country has a long history of violence, "...the medium of TV has brought that violence, wherever it has occurred, to almost every dwelling place in the nation."

High school riots in one part of the country, for example, are often televised to another part of the country. As a result, the report notes, "the incidence of violence in America is one thing; the very pungent portrayal of it on TV is another. In terms of behavorial stimuli, the addition of the two is not arithmetic; it may be geometric."

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Former Supreme Court Justice Arthur J. Goldberg also referred to our violent society in a major address at the 1970 convention of the American Association of School Administrators (AASA). He urged that "...when we justifiably decry violence on the campus, we remind ourselves as adults that students have been brought up in a violent society. Goldberg referred to what he called "grim statistics," which "do not reflect credit to us":

- Assault with a gun increased 77% from 1964 through 1967.

- There are 7,000 gun murders annually in the United States, compared with the combined total for England, Japan and West Germany of about 135 a year.

- Philadelphia, "the city of brotherly love," with two million population, has the same number of homicides as all of England, Scotland and Wales with a population of approximately 45 million.

- When gun registration ordinance was put into effect in Chicago, it revealed 357, 598 guns. That was enough to equip 20 full-strength Army divisions with hand weapons. Of course thousands upon thousands of additional weapons were not registered.

Commented Goldberg: "If we ask ourselves: 'Why is there among the young this seemingly terrible breakdown of respect for the power of constituted authority?' perhaps this picture of adult violence is a partial answer.

"Let us in sadness remind ourselves that in no other nation bearing the proud title of democracy have three giants of public life been murdered in the short space of six years: John F. Kennedy, Robert F. Kennedy and Martin Luther King Jr. This is some of the background our students are coping with and more."

In noting that we live in a violent society, many observers also point to the history of our country. For example:

- The Boston Tea Party is often held up to students as a "patriotic act," a sort of punishment for the British in tetaliation for an onerous tea tax. Yet what happened was pure vandalism perpetrated by grown men, not college boys.

CONCEPT NO.

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. Snipers shooting at unarmed civilians and one another--then called "sharpshooters"--killed scores of Orangemen and Irish Catholics during St. Patrick's Day parades after the Civil War.

. We have had--and still have--violent labor and industrial battles or wars in which participants and police have been beaten, shot and killed.

. Black Panthers and the Students for a Democratic Society are criticized today for their excesses. Yet in the heyday of the Ku Klux Klan when violence was just as bad, few, at first, dared to speak against them.

Political Extremists Share Blame, Too

In addition to violent extremists, our country also has a large share of political extremists whose tactics are to confuse and disrupt. This always has the potential of leading to vandalism and violence. These groups have often been described as in favor of "law and order" as long as the sections of the law serve their own purpose.

For example, during the pst few years school board meetings all over the country have been disrupted by hecklers during debates over sex education. Many school officials and others, particularly those supporting sex education, have been wakened in the night by threatening phone calls. Such controversies, not limited to sex education, but including taxes, textbooks and racial issues, provide a launching pad for invective and hate for many people.

Richard B. Kennan, former executive secretary of the NEA Commission on Professional Rights and Responsibilities, discussed the tactics of extremists in a talk at the 1970 AASA convention in Atlantic City:

"A frequent tactic of extremists is to ignore major objectives of those they attack and to stress matters of lesser significance. Another tactic is to focus attention on personalities and to avoid discussion of needs....

"The tactics used when extremists attack textbooks often involve mass protests at board of education meetings where unsubstantiated charges are shouted and threats are made against individual board members and teachers. The greatest danger from such attacks continues to be the tendency to select bland, uninteresting teaching materials that will not be objectionable to anybody in the community."

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Kennan also noted that often such protesters utilize "hate sheets," containing distorted material, and use the "underground press," radio, television and newspapers to present unfair and untrue statements about schools, school personnel and school programs. They also use "like-minded" editors of local and regional news media to present material undercutting the schools. And often the schools do not have or are not provided opportunity for correction.

The point has been summarized by John Martin, professor of sociology at Fordham University, who has been widely quoted as disputing the idea that kids vandalize just for kicks. He believes vandalism indicates poor school-community relations. For example, a strong antischool sentiment is often found in suburbia, where school taxes are high. The sentiment is transmitted to the kids, who in turn make a target of the schools, he says.

In-School Causes of Disruption

"'If we could just run our own school, it would be peaceful.' Said whimsically, it is a pleasant remark. Said seriously, it is foolish and dangerous," according to the introduction to the Syracuse survey, Disruption in Urban Secondary Schools. Although there are societal causes which spill over into the schools, there are also certain practices that cause dissatisfaction and trigger disruption, the survey concluded. It listed the following:

- Student involvement in policy: The "healthy debate" and disagreement over how much to involve students in decisions on social codes, dress and grooming, and in the much more complicated decisions on the choice of curriculum.

- Facilities: Obsolete, overcrowded, repressive, noisy facilities, particularly in large urban schools, with attendant noise and fatigue which provide "a ripe climate for disruption."

- Restrictions on behavior: Quarrels between students and staff over restrictions on clothing, hair styles, political activity, student newspapers, racial symbols, smoking, automatic expulsion rules. All these present a problem of whether to permit such behavior (which in the eyes of some persons is "outrageous") as long as it does not disrupt the educational process. Such permissiveness is often difficult to sell to staff and community.

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. Cross-cultural clashes: Clashes which are more apt to occur in moderate-income, middle-class high schools into which minority students from low-income families are bused. The mix in these and other schools of young people and adults of different ages, life styles, ethnic strands often results in a serious lack of communication. Many teachers and staff, mostly the "old pros," find it difficult to adjust to this rapidly changing chemistry in their classrooms. If they attempt to impose a middle-class life style on the majority students, they are labeled as racist, moralist or worse.

. Classification of students and career counseling: Ambiguity of counseling and test standards, the tracking system, the overwhelming logistics faced by counselors in filling up programs and class levels which make them (the counselors) seem impersonal, mechanical and not caring. And worse, their actions often seem influenced by racial and class prejudice. Such a style of career counseling is a serious in-school cause of deep frustration and unrest.

. The increasing politicalization of schools: Schools which are being "sucked into the important social quarrels of the day" as students note and follow what is going on at college campuses and in the community, and what is being reported by the news media. While "outsiders" are involved, it is "simplistic" to blame the problem entirely on them. Such an attitude will not produce constructive solutions.

About two-thirds of the districts answering the Education U.S.A. survey apparently disagree, at least in part, with some of the points made by other studies. The assumption that a high rate of vandalism is found in schools with obsolete facilities and equipment and low student morale does not hold true in their districts, they answered. While there was little comment on the student morale aspect, answers included: "Newest schools seem hardest hit." "Highest rates are in the newest areas of the city." A school official in Flint, Michigan, which has had a widespread community-school program for many years, says most visitors "are astonished at the good condition of schools that are 30 to 40 years old.

CONCEPT NO.

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Professor Martin, writing in Urban School Crisis, says every incident of vandalism is "both meaningful to the participants and understandable in the terms of the situation in which it occurs." Another contributor to Urban School Crisis, Stanley Cohen, a sociologist from the University of Durham, England, adds: "The usual terms used to describe various forms of vandalism obscure and discredit what may be the real explanations: If a boy breaks into his school and smashes up the classrooms because he has a grievance against the teachers, it is no help to call his behavior 'wanton' and 'pointless.'

"Most research into vandalism indicates, in fact, that there is something wrong with the school that is damaged. The highest rates of school vandalism tend to occur in schools with obsolete facilities and equipment, low staff morale and high dissatisfaction and boredom among pupils," said Cohen.

Another Cause of Disruption: Dropouts and Pushouts

Many reports agree that much of the vandalism and violence is caused by "thoughtless" juveniles in school. But they also stress that there is a growing number of "outsiders" involved. While some of these "outsiders" are adults, most of them are school-age juveniles. Many are dropouts. But there is also an increasing number of youngsters suspended from school, either temporarily or permanently.

The Dodd subcommittee report called the dropout the "chief troublemaker," who "...returns to his old school to destroy it" because he "harbours a deep fury against the school which, through lack of discipline or lack of interest, has rejected him."

Also involved are the pushouts, the truants--a small but hard core of troublemakers. Henry T. Hillson, president-elect of the New York City High School Principals Association, described the situation in a November 30, 1970, article in U.S. News and World Report: "As a result of school policies, New York high schools are packed with students who have no interest in education. We have thousands of pupils, literally thousands, who pass no subject. Some have not passed a single subject in two full years. They roam the buildings at will. They come and go as they please, go to classes or not, as they wish. They hang around in the toilets. They disturb classrooms, and we may not do anything about them unless they engage in an act of violence. We cannot even ask the superintendent for suspension. There is nothing anybody can do to get them out of school before they are 21, if they wish to stay."

CONCEPT NO.

XII

Hillson made this prediction: "Unless the board of education and the state legislature take action with respect to some kind of control or some kind of special schooling for this disruptive group, within a limited period of years we won't have a good academic high school left in the city. And that goes for every big city where there is a population problem."

Of course, the fact that some of the vandalism and violence is caused by thoughtless, irresponsible kids "out for a lark" cannot be overlooked. When caught, the juvenile's reaction is often much like that of a 16-year-old from a suburban New York district who participated in extensive damage to his high school. He told how he and others laughed as one boy pulled a lavatory sink off the wall. "It's something you think is neat and funny at the moment," he said.

XIV

A Boston school official commented: "$118,000 worth of glass breakage isn't even malicious. There's no thought behind it. It's like throwing a bottle into the air, and when it comes down it breaks. Window breakage occurs when school isn't in session. They're not trying to hurt anybody, they just want to break a lot of glass.... Nobody wants to break the first window, but once one is broken the rest go.... It's like graffiti on the wall. Nobody wants to be the first to write something, but once one person does it, pretty soon the wall fills up."

XII

The shift of higher losses from window breakage to other categories, especially larceny and arson, is ominous. Window breakage is usually associated with the "bad boys," the bored kids out for a lark, daring one another to throw the first rock. Larcency and arson are usually associated with more criminal and extremist elements--rioters, organized crime, dope addicts seeking a profitable haul of salable items from schools.

"Schools now have expensive equipment, things that can be sold, like electric typewriters, cameras and other teaching aids. In the old days, there was only chalk, ink and paper. The expensive equipment increases the attractiveness of the building. Some citizens see these things being taken away from the city rather than from their own pockets," commented Henry Scagnoli, structural engineer for the Boston schools. Vincent Reed, former security director for Washington, D.C., schools, says food, especially frozen meat, is also attractive to thieves, because of easy salability.

CONCEPT NO.

XII

In comments on the increasing number of fires, many school officials detect a pattern in which fires are often set to conceal burglaries or as part of the efforts of revolutionaries. This was pointed out in May 1970 at a Chicago meeting of the National Association of Fire Investigators (NAFI). John A. Kennedy, NAFI president, said the same type of incendiary device has been used in recent years to set fires in university and school buildings across the country. He noted it must be more than a coincidence because no other type of arson mechanism was the same on a state-to-state basis. And there are indications that people either are going from state to state setting fires or are being trained to make the device.

BACKGROUND CAUSES (18)

I believe that 100 different youth executives could give you 100 different reasons for vandalism, each seeing it in his own local situation. Some will tell you that these boys over 16 years of age have a don't care, what's-the-use attitude "because the draft will soon get me anyway." The English who suffer much from vandalism will tell you, "it's the Call-up." In my correspondence with British youth leaders, they repeatedly tell me that their best leaders are being siphoned off into the armed forces, thus leaving the boys to be handled by inexperienced new leaders who cannot control them. Many executives say that children from highly under-privilged slum areas, the kind who haven't got very much to look forward to, rebel against their unfair lot, their "tough luck". And sometimes the same executive will add that the overprivileged are just as bad. Some of the sons of the rich have too much of everything and so have developed a disregard not only for the rights of others but for all property rights. One thing is sure about this "overprivileged" type; they do not get enough guidance and supervision from their well-to-do parents, who probably haven't the time or don't take the time to do a proper job with their children.

On the other hand, you often hear the complaint that parents are altogether too strict with the modern child, and just as often we'll hear that they are altogether too easygoing, allowing the children to do as they please. And "do as they please" is exactly what some of the children do.

CONCEPT NO.

XII

But the most common complaint tells of the youngsters born into a vicious environment--which we must always remember starts in their home with the type of parents they have,--a run-down, ugly slum neighborhood peopled with a low type of adult, where gambling, liquor and vice are altogether too prevalent and law enforcement is more or less weak. All this creates environments hazards and pressures which the emotionally weak youngster finds it difficult to combat. This is especially true in those areas where there aren't enough youth agencies and constructive recreational programs to keep them busy and out of trouble. It's a common complaint to hear vandals talk of boredom, of humdrum, uninteresting programs, when what they really want is excitement, thrills adventure and action.

From the first milk bottle a baby has to learn to control to his baby trinkets that are hung on a string in his carriage up through the years he has to learn to manage his toys, and his play equipment. As he gets older it is a continuous learning of property control. With the right kind of parents, he is helped every step of the way, but without such help the learning process becomes increasingly difficult and complex and the strain increasingly great. There comes a time, especially in his adolescent days, when the desire to "let go", to strike out against this control, to destroy, to break becomes quite evident in his inner urges. Satisfying these urges to kick over the traces gives relief and a large amount of satisfaction. It releases tension, and many of these adolescents have definitely said that they have felt much better after they had committed some unreasonable senseless vandalistic act.

Growing children are quite conscious of living in a highly stimulating emotional bath, an atmosphere of crime and delinquency, of violence and clashing interests. The tension in his own family life plus those in the neighborhood and those that are brought directly to him from all over the world, through television, radio, movies, newspaper scare headlines, the comics, and the sex magazines,--all of this creates the example of a world of violence and confusion. They feel and see and hear this all about them and they learn what they see and they live what they learn.

Children in the teens or pre-teens ages are quite conscious also of the moral tone of contemporary society. They hear and see all about them evidences of a questionable code of ethics, whether in advertising, in sports,

in politics, or in business. Corruption and graft, malfeasance in high school, sharp pratices at home or in business among the adults around him plus all the smut and vice and crime and social irregularity that are featured on the front pages of the newspapers,--all this inevitably teaches the youngster a diminishing respect for the authority of all adults including, of course, his parents and his teachers.

CHILDREN ARE CONFUSED

Can we honestly blame the children for being confused? And aren't we all? Is it surprising that many of the children who come from very faulty homes (rich or poor), where parents have never taken on the important job of really being good parents,--should we be surprised that these youngsters, who are bewildered and unskilled, who were born with two strikes against them, need and seek recognition in any way that they can get it? And where do they want that recognition most? Is it not within their own peer group, among their own playmates? Maybe that's why vandalism, the real wanton kind, is nearly always done in groups, seldom by an individual.

Remembering at this time that the real wanton, senseless, large-scale destruction is most often done by 14-16 year-old boys, this should also remind us that this is the very age with which schools have so much trouble. It is at this age that we have our largest number of drop-outs from schools, boys who leave school untrained, unschooled, unready for life and are forced to swim in turbulent adult waters for which they are not equipped. These are the very ones who are expected to live to an adult code, to act according to adult-made rules and plans and yet they are too young to be given status as adults. They are hemmed in by musts and must-nots, by a long series of dos and don'ts just when their vision is beginning to widen. Yet their range of activities is restricted to the level of young children, while at the same time they are forced into a world of adults where they have to make their way.

Furthermore (as Dr. Fritz Redl has said), adults maintain an attitude toward them which says that "Adolescents are guilty until proven otherwise." Maybe this too helps them to rebel, to kick over the traces in any way convenient to them. All of which creates in them a mounting frustration which results in aggression which in some of the emotionally weaker youngsters breaks out in vandalism or delinquency.

CONCEPT NO.

XII

Nearly all children are more or less frustrated during the early teens and pre-teens years and are especially resentful toward all controls in the person of parents, teachers, leaders, and adults in general. They seek and welcome opportunities to travel on their own, to let off steam, to try their own wings, to strike out in new and untried directions. Now add to all this the pressures of crowded schools, of large classes, of some mentalities not attuned to do academic work, a desire to have money in their pockets, plus the hazards of poverty and a vivious environment. On top of all this, add the disadvantages of being of a minority race, color, nationally or culture, and sprinkle with hate, and resentment, and maybe we can understand the hostility built up in these youngsters soon to break out in delinquency or vandalism.

XIII

Most vandalistic acts are perpetrated by boys between the ages of 13 and 16 inclusive, although we can find altogether too many examples of this type of behavior in the younger ages and certainly in all the adult years. Girls do go in for a certain type of vandalism which will be explained later, but it is really not more than five or, at the most, ten percent of the whole problem.

XIV

COMMUNITY INVOLVEMENT: AN ESSENTIAL INGREDIENT (25)

Most school officials responding to Education U.S.A. queries said the answer to ending, or at least drastically minimizing, vandalism and violence lies in the community. They said parents, students and citizens must be involved "completely." They seemed to agree with the Syracuse survey: "A community which does not feel it has effective ways to make use of the high stakes it has in its school will treat that school in a negative way."

Getting the community involved, however, it not simple. Apathy, suspicion, pointing the finger of blame at others or at the schools, all exist in the community. Many school districts are exploring ways to overcome this community inertia and suspicion. Programs being tried are often referred to as action rather than reaction programs.

Flint Shows How It's Done

A "lighthouse program" for involving the community, the Flint Community School Program, is being emulated by more than 400 districts. The Flint program was started in 1935 with $6,000 contributed by the Charles Stewart Mott Foundation of Flint.

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Initially it was an after-school recreational program for youngsters in six schools. The program now involves 92,000 persons per week. This means schools are operated 3,800 hours annually instead of the traditional 1,400.

In-school and after-school activities under the direction of a community school coordinator in each school include adult education, recreation, arts and crafts, health clinics and forums, teen counseling, social enrichment, job counseling and placement, the police-school liaison program, regional counseling teams, personalized curriculum programs, preschool programs and crime and delinquency prevention programs.

To carry on these programs, the Mott Foundation has contributed an estimated $20 million to the Flint schools. Flint spends about 5% of its school budget on the programs and Flint educators credit the programs and their influence on the community for the passage of eight successive tax-increase elections in 18 years.

Assistant Superintendent Peter L. Clancy, director of the Flint program, claims it is preventing vandalism. "We have very specific, concrete results," he says "The teenagers think of the schools as the place they play basketball--their place--and they don't throw rocks at it."

Flint has about 15,000 visitors a year who come to study the program, says Clancy. "And most of the visitors are astonished at the good condition of schools that are 30 to 40 years old. There's nothing written on the walls, for example.... We even roller skate on the gymnasium floors, with special skate wheels. We've found it impossible to wear out a school."

Flint is not entirely free of vandalism, says Clancy. He points out, however, that the schools are open to the community every night for various programs some until 11:30 p.m., and all day Saturday. Clancy says the vandalism that has occurred, in several of the "inner-city schools," happened after the schools closed on Saturday or on Sunday. "Out of 50 schools, there are only about three where we have had vandalism and that's usually glass breakage," says Clancy.

The Flint schools became involved in a total community-school program because the 1935 recreational experiment in six schools did little to eliminate juvenile crime. While thousands of children participated in the early program, juvenile crime was not deterred.

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"Investigations revealed that children behaved well on the playground," says a brochure on the program, "but when they returned to tragic homes, they reverted to the influence of their environment. Thus a second need was recognized."

This second need was that something had to be done to help families with delinquent children, especially those from deprived homes. Six visiting teachers were trained to go into the homes and, as the brochure relates, "the tragic conditions provided the impetus for the first stirrings of an adult education program." Also out of this nucleus came the numerous other programs that make up Flint's school community concept.

Flint stresses that what the district is doing "is not original." But it is "long-lived, broad in scope and of value in proving the worth of community assumption of responsibility for solving community problems."

The programs used by Flint are varied:

. Better Tomorrow for Urban Child--This is a preschool program aimed at more effective citizenship, including raising the level of school readiness, developing motivation for learning, improving the child's self-image and improving teacher-community relationships. The program consists of six major segments: pre-kindergarten, inservice training, health, curriculum development, enrichment through community schools program, provision of instructional materials.

. Mott Crime and Delinquency Prevention Program--This is a county jail rehabilitation program which offers high school courses, testing, group therapy, remedial reading, job placement, work release and follow-up services to inmates. Also included is a positive action program for youth on probation, a juvenile home enrichment program and police-school cadets.

. Regional Team Approach to Pupil Welfare Problems--See the outline for this program on the following page.

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REGIONAL TEAM APPROACH TO PUPIL WELFARE PROBLEMS

PROBLEM

Upon identification of a problem the problem referred to the chairman of the Regional Counseling Team for appropriate attention

Referral may originate with:

Principal
Teacher
Nurse
Member of Counseling Team
Community Agency
Parent
Citizen
Community

Counseling Team

At a regular meeting of the Team, the Team members will:

a. Determine the emergency of the problem
b. Set up the case conference at the appropriate time and place

→

Case Conference Committee

a. Make preliminary study of problem
b. Accumulate data on pupil
c. Decide on further diagnosis and/or treatment and/or referral
d. Set up further conference if necessary

→

Implementation Members

Implementation of the Case Conference Committee will be carried on by various members who need to be involved, each carrying on with whatever skill he may have for the diagnosis or treatment of the problem.

→

Evaluating and Reporting

The Implementation Members will make regular progress reports to the Case Conference Committee, and will make referrals to outside agencies through Pupil Personnel Division.

→

Counseling Team

1. Dean of Students
2. Dean of Counseling
3. Nurse Counselor
4. Visiting Teacher
5. Police Counselor

Case Conference Committee

1. Counseling Team
2. Representatives from schools involved, such as:
3. Representatives from Pupil Personnel Division
4. Representatives from Community Agencies, such as:
   - Principal
   - Nurse
   - Teacher
   - Parochial
   - County
   - Community School Director
   - Court
   - Child Guidance
   - Family Agencies
   - Urban League

Implementation Members

Any of the Personnel from the Case Conference Committee, who are involved with further diagnosis and/or treatment.

Flint lists positive results from its programs. Among them:

. The program avoids duplication of efforts by public agencies. It also encourages other agencies, as well as the schools, to be responsive to human needs.

. The program encourages many adults to obtain a high school diploma and to continue with their education.

. Support has tripled and quadrupled for such agencies as Red Feather, YMCA, YWCA, Boy Scouts, Girl Scouts, Big Sisters and others.

. Enlightenment of broad segments of the community has led to progress in correcting social injustices.

. Flint was the first major American city to elect a black mayor and the first to pass a referendum favoring an open occupancy ordinance.

For more information on the Flint Community School Program, write: National Community School Education Assn., 923 E. Kearsley Street Flint, Michigan 48502.

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The Dade County (Florida) Public School District sends the following "post card" to neighbors of its school seeking their cooperation in reducing vandalism:

DADE COUNTY PUBLIC SCHOOLS
Security Department
9710 So. Dixie Highway
(305-1691

Dear Neighbor:

The Dade County Public Schools earnestly seek your cooperation in controlling vandalism at our schools. Should you observe any unusual activities that cause you to suspect vandalism, or a breakin, please call the Emergency Number listed on the other side of this card. Such activity might include:

People on roofs of buildings
Rowdyism of any kind
Unsupervised play after dark
Throwing rocks or shooting of any kind of weapon
Playing with fire
Operating or parking motor vehicles in the schoolyard
Alarm bell ringing

Please do not hesitate to call as it may save many dollars of taxpayers' money. Help us to protect your schools.

[illegible]
Superintendent

FOR EMERGENCY SERVICE

CALL

Be Sure To Give The Exact

Location Of The Incident

You Are Reporting

The above phone number connects you with the Communications Center of the Police Department. On receipt of your message, a Police Department Patrol Car will be dispatched by radio to investigate the incident.

We will appreciate your cooperation. You will not need to furnish your name if you do not desire.

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The Dade County (Florida) Public School District has prepared the following form letter to sent to parents of children involved in damage to its schools:

May 1, 1969

XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXXXXXX:

The following information has come to the attention of this office regarding damage to public school property by your child:

Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
School Involved and Date: Melrose Elementary
From October 1967
To September 1968

Total Cost: $133.99 Your Share: $66.99

Under the Florida Parent Responsibility Law (Florida Statutes 45.20), the parents of a minor child are liable for such damage. Will you, therefore, please use the enclosed envelope to mail a check or money order for your share made payable to the DADE COUNTY BOARD OF PUBLIC INSTRUCTION.

Your prompt attention to this matter will be appreciated.

Sincerely yours,

John W. Tyler, Director
Security Department

Enclosure
cc: Principal

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WORKING WITH STUDENTS (25)

Since students commit most of the vandalism and much of the violence, involving them in preventive program is a must. Again, there are no pat answers. One often suggested answer is that school officials involve students in all kinds of decisions that affect them, from dress and hair codes to curriculum. The Syracuse survey, which referred to the principal as the "main-in-the middle," said that the principal, especially in poverty communities, cannot be" 're-presented' by a lesser official." And, the report said, the principal must be "a very good listener... must be slow to react to vilification, obscene epithets or other verbal assaults...must produce repeated, frequent proof to students and his school's community that his administration is really working on the problems they all have--not co-opting students and parents or, worse, duping them. The one kind of administrator or teacher that city youngsters can spot quickly and clearly is a fake."

The report gave the following hints regarding disruptions:

- Remember that disruptive events are rarely carefully planned or programmed and are often triggered by an insignificant occurrence. "The best principals work hard to create a whole school setting where the probability of explosion is low."

- Know and develop a "feel" for how potential disrupters might respond in a tense situation.

- Get the authority to deviate from conventional administrative guidelines if an unconventional disruptive situation arises. "Above all, maintain a professional bearing throughout a disruptive event." If the students or a community group sense the principal is rattled, it will probably increase the "successful" disturbance.

Numerous useful programs have been developed to involve students. Here are examples:

San Antonio (Texas) Independent School District has a series of 15 seminars for high school seniors to acquaint them with the intricacies of law and law enforcement. Called "Government Action," the seminars include not only how the law works, constitutional rights and how police agencies function but also vocational opportunities in law enforcement.

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Portland, Oregon, conducts a Saturday meeting for hundreds of youngsters in numerous schools during which they can learn through graphic displays how vandalism damages their school and hurts their education.

Other suggestions from schoolmen reporting to Education U.S.A. include getting kindergartners to express ideas on the subject; using community cleanup campaigns to get into the subject and to stimulate pupil cooperation; letting children participate in making their classrooms and schools more attractive; encouraging community youth groups and churches to participate in beautification and vandalism education programs.

Volunteer Security Help

In addition to paid security aide programs, many districts also have parent volunteers who help maintain safety and order in the school and surrounding community. Their duties at school are often much the same as the paid security aides. Off campus, in addition to working with community groups and the police, they conduct public relations programs aimed at advising parents of the high cost of vandalism. The Washington, D.C., schools have approximately 185 safety committees. Each committee includes one administrator, three teachers, three students, three parents, the head custodian, the head of food services and any other interested person. Each school sets up its own system, but the aim is to identify security problems and get something done about them. And in Alhambra, California, teams of parents who keep an eye on schools are credited with helping to decrease vandalism.

Police-in-School Liaison Program

A growing trend in combating vandalism and violence by juveniles is use of a police-in-school liaison program, often referred to as "school resource officers." Under this program, a juvenile specialist on a full- or part-time basis is assigned to a school, generally a junior or senior high. The police officer is often in contact with nearby elementary, private and parochial schools as part of his "beat." His duties genrally include patrolling halls, grounds, the neighborhood and athletic and social events; teaching safety and citizenship courses; and "counseling," in cooperation with guidance officials.

Despite a fast growing number of these programs, not all school officials or parents think they are the answer. Yet many districts that have adopted programs, often on a pilot basis, plan to expand them as soon as financial and personnel resources will allow. Some districts using the program report a 25% to 50% decrease in juvenile referrals.

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Some critics of police-in-school programs say police should not be assigned to schools under any circumstances. They say if schools are so bad that police have to be assigned to them, there is no stimulus for good behavior. However, proponents of police-in-school programs say the mere presence of a policeman helps to improve student behavior.

Such a program is a modern approach to the old-time cop on the beat. He is the personification of law and order, but he also establishes human, personal relationships. Children can look upon him as a friend, not a foe.

Proponents also argue that school is the logical place to reach children with preventive programs. They say that police and schools, working together, can help pupils to understand laws; promote good citizenship; and foster an attitude of respect for personal property and safety for students, teachers and school property. When the officer knows the community around the school he can establish rapport with school faculties, parents and businessmen. He can be an invaluable source of information about law enforcement and other problems in the neighborhood. The officer can acquaint students with dangers in the school area, such as molesters, and provide tips for bicycle safety and rules of the road.

Opponents of police-in-school programs say they are an unconstitutional invasion of student privacy and an illegal extension of the school district's authority. They say police should be involved only if a student is suspected of a crime or threatens physical danger--and then only at the request of the principal. If a student is incorrigible, they say, he is a problem for the school administration, not the policeman. Those who object to the program say police will be able to use unsuspecting minors as "spies" regarding the opinions and activities of parents and other adults in the community. Another problem they cite is the possible harrassment of juveniles with a history of delinquency through continual surveillance and questioning.

Few policemen, even juvenile specialists, have the necessary training in child psychology to succeed in such a program, say opponents, They say it is impossible for a policeman to maintain the image of a friend and counselor while serving in the conflicting role of policeman.

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Undercover Police Pose as Students

Sometimes problems are so bad that school districts resort to undercover policemen posing as students. In New York City they have been used to discover planned acts of violence and to trap dope pushers. At one high school a heroin ring was broken up in this way. Eight students aged 15 to 18 were arrested. One New York official told Education U.S.A. that such undercover work had been going on for years and had to be increased because of fights, assaults, arson, bombings and other disorders. The agents register as students, attend classes and take part in school activities, but the principal does not always know they are in his school. When their mission is completed they withdraw from school.

Despite the opposition, police-in-school programs have been operating for many years. Atlanta has had plainclothesmen assigned to school duty for about 38 years. And in Flint, Michigan, the police-school liaison program was started in 1958 in one junior high school on a pilot basis. The program, aided by Flint's Mott Foundation, was expanded to all secondary schools in the district by September 1965. By 1967, the National Community School Education Association listed 13 districts, in addition to Flint, Michigan which had police-in-school programs: Tucson, Arizona, Oxnard, California; Atlanta; Arlington Heights, Illinois; Elk Grove, Illinois; Mt. Prospect, Illinois; Wheeling, Illinois; Albion, Michigan; Ann Arbor, Michigan; Pontiac, Michigan; Edina, Minnesota; Minneapolis; and Cincinnati.

Selected Guidelines for Police-in-School Liaison Programs

Three school districts--Flint, Tucson and Cincinnati--submitted guidelines to Education U.S.A. outlining how they have organized programs for security resource officers. The guidelines spelled out the philosophy, purposes and goals of the programs. They also included responsibilities and qualifications for security officers, including chain of command, type of uniform, reporting forms and communications equipment. Generally, security officers are paid through a cooperative arrangement, with the city paying half and the school district the other half. The guidelines are similar in all three districts. Portions of each, excerpted below, provide a broad statement that could be adapted for local needs.

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Statement of Purpose (Tucson): "One of the primary functions of education is to help the child prepare for responsible citizenship. The study of laws and law enforcement in a school setting should help the child develop a positive concept of police officers and law enforcement... The school resource officer program is a cooperative effort of the public schools and law enforcement agencies to develop a better understanding of law enforcement functions and to prevent juvenile delinquency and crime...."

The New Multi-Strength Windows (25)

The solution for broken windows, a major cost of vandalism, is apparently on the way. Numerous school districts say they are replacing "glass" window panes with the various new types of tempered glass, acrylic and polycarbonate sheets now on the market.

"History's last broken window won't be recorded in 1969, even if vandal-resistant glazind suddenly replaces ordinary glass in all of America's school windows, but the recorded number of broken windows can be made considerably lower through use of the vandal-resistant glazing available," commented American School and University magazine.

Six new types of window "glass" are:

. Thermally tempered glass--four or five times the strength of ordinary glass. Good for second story or higher. It has cut breakage by an estimated 90% in some schools.

. Corrulux fiberglass building panels--tremendous strength. They are reinforced with millions of high-strength glass fibers and acrylic to assure the utmost in weather durablility, fire resistance and translucence.

. Plexiglass acrylic plastic--sheets of various thickness that can be cut to desired dimensions. Reduces breakage up to 90%.

. Acrylite cast acrylic sheet--17 times the impact resistance of glass of the same thickness.

. Pressure-sensitive solar control window film--a film that can be applied to windows to help with shatter resistance.

. A clear polycarbonate product (Lexan)--reported to have great resistance--about 250 times the strength of glass.

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In spite of the cost of such materials, most school officials say it is less expensive than replacing broken windows.

Vandals Prove To Be Ingenious

Polycarbonate windows, for a time, did not stop vandals from trying to break into Baltimore schools. Finding they could not break the ground floor windows any longer, the vandals removed the glazing compound before it had set. This was counteracted by securing glazing strips with sheet metal screws. The vandals started carrying screwdrivers. These were counteracted with pop rivets. And this seems to have stopped them, at least temporarily. But not so in another district. Education U.S.A. was told that plastic-type windows were squirted with lighter fluid and ignited. The windows melted. The only difficulty for the vandals is that the blaze usually attracts a lot of attention.

Architecture: Building the Vandal-Proof School

Volumes could be written on what architects could do to make schools more vandal- and theft-proof. For example, many school officials point out that new windowless schools would do much to alleviate the high loss of window breakage and the time required for maintenance. Also saved would be money spent for shades. In addition, say their adherents, windowless schools are safer, since they eliminate the possibility of injury from broken glass. And there is no reason for not building them in this day of air conditioning.

Some schoolmen point out that in the design of new schools, faculty lavatories should be located near those for students to reduce loafing and damage in this area. Roofs with plastic domes instead of skylights would probably be less accessible to vandals and thieves. Also being recommended are closure plates for expensive mechanical equipment, better protected and more ample storage rooms, tougher wall and equipment surfaces and more sophisticated door and window hardward to foil intruders. In addition to what architects might come up with, Kendig and Stewart of Baltimore, Maryland, suggest architectural changes for older schools to help them in the battle against vandalism. They include: bricking up openings in storerooms and basements that have continual entry problems; installing porcelain paneling in vulnerable glazed areas; using corrugated vinyl sheets over broken glass-block areas.

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The SBA report noted: "The architect plays a key role....in making intrustion...more difficult, more complex, more time consuming and therefore more uncertain. Measures in these directions are vital because they are equivalent to quicker times of arrival of police.... The neglect (of architects) is neither sinister nor deliberate. It appears to be due to an almost complete lack of awareness that the details of security against crime should be an essential function of the architect."

The Teacher: A victim Who's Fighting Back

Teaching in a school is twice as dangerous as working in a steel mill, said an article in American School Board Journal. The magazine reported that nearly 75,000 teachers are injured badly enough each year to require medical attention. Most of the accidents, however, are caused by falling on stairs after being jostled by students, falling from ladders while trying to get materials from cluttered shelves, lifting heavy equipment in the wrong manner, trying to break up pupil fights.

But another kind of danger that has numerous teachers uptight is the increasing number of assaults, rapes and other types of attack in the schools. Teachers also object to the constant need for disciplining aggressive pupils, which in some schools takes from 50% to 75% of a teacher's time.

As one New York school official said, after a second rape at knifepoint in his school: "Our staff must be protected at all times in the exercise of duties and so must the students be protected while they attend school." In recognition of the problems, teacher organizations throughout the country are having discipline and other types of security clauses written into contracts they are negotiating with school boards.

In Alexandria, Virginia for example, teachers negotiated a tough clause in their contract giving them unprecedented power to expel students. The clause provides that a student expelled by the teacher "will not be returned to class until both the teacher and the principal agree that the issue or action involved in the exclusion of the student has been given disciplinary attention...."

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The United Teachers of Los Angeles (UTLA) is also demanding that more security personnel be hired. Robert Ransom, UTLA president, demanded in March 1971 that the school board spend more money on security since it would cost less than repairs for damage caused by vandalism. "There is a further saving that comes about from adequate security precautions," Ransom told the board, "and that is one by which the education program continues undisturbed." He added that board inaction "is allowing some schools literally to be torn down one brick at a time because of lack of effort in the area of security of buildings and other property." UTLA listed $15,964 in vandalism and theft at one school during a 10-month period. "And," reported UTLA, "the school is not in a ghetto. It is not located in a minority community. The school is located in a white, middle-class area of Los Angeles."

. What, actually, is the extent of this frightening increase in destruction, arson, theft and physical violence?

. Who, or what, is behind it? Why is it being done? Why have the schools been selected as targets? What are the social implications?

. How can this crime in, around and against schools be stopped? What are the immediate solutions? What are the long-range solutions?

Immediate solutions to most school officials mean stepped-up security. The long-range solutions are educational in nature. Do schools, as one superintendent asked, "just suffer, clean up and repair?" Or, as another asked, "are schools to be converted into forbidding monoliths of security intended to repel all intruders?"

That something must be done, and in a hurry, is apparent. "....It must be recognized that education is the key to everything we hope to accomplish. If we cannot provide a safe environment in our schools, if we cannot protect children from attacks, intimidation and corruption in their very classrooms, I submit we are beaten in the war on crime before we begin," warned Sen. William B. Spong, D-Va., chairman of a Senate subcommittee which recently made a study of crime in the Washington, D.C., schools.

The battle against vandalism and violence is an "ongoing process" in which "much remains to be done," said Superintendent John E. Deady of Springfield, Mass. "It's going to require faculty, students, parents and others working out a lot of problems, and, of course, our curriculum will be under continuous study. But the institution still much function as it heals its wounds."

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For the first time since vandalism and violence began to skyrocket several years ago, these truisms are being recognized in a proposed action program at the federal level. In February 1971, Representative Jonathan B. Bingham, D-N.Y., introduced the Safe Schools Act of 1971 (HR 3101). The aim of the legislation, which Bingham predicted "will be controversial," is to provide federal funds to combat rising crime in elementary and secondary schools through increased security measures and long-range educational programs.

The act, said Bingham,"...does not propose or seek to impose any single or precise solution to the school crime problem. It provides, instead, flexible resources to enable and induce individual school districts to develop and improve their own solutions, based on their own special needs and circumstances, without having to make sacrifices in educational programs to do so."

Most school officials answering an Education U.S.A. query on vandalism and violence in the schools also recognize the truisms that schools must continue to operate as they heal their wounds and must seek long-range solutions aimed at rooting out the causes. (Forty-four districts in 24 states and the District of Columbia, with a total enrollment of 5.1 million students, responded to the mid-1970 survey.) City, suburban and rural school districts reported to Education U.S.A. that they are stepping up programs to make their schools vandal proof, rock proof, theft proof, arson proof, and to find means to protect students, teachers and employes from physical attack. For example:

- Most school districts answering the Education U.S.A. survey reported they are trying at least one or more kinds of security measures. Included were alarms, fences, night lighting, guard dogs, police in the schools, security guard forces, security aides, school-community programs, tougher demands for restitution, late-night hours for custodians and volunteer parents in the halls.

- A 1969 survey made by the Chicago schools estimated the number of security guards in schools had increased approximately 300% to 400% on a national basis. New York, for example, had a 170-man school security force in 1970 at a cost of $500,000. One million dollars was set aside in 1971 to increase the force to 382. And Los Angeles, which had 15 school security agents in 1965, now has a force of 102. The cost: more than $1 million per year.

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. In April 1970, the California State Board of Education gave the go-ahead for 10-member committee of educators, laymen and police officers to hold hearings throughout the state on attacks on teachers and violence in the schools, with the hope of recommending solutions and legislation.

. Many school districts have recently hired a security officer or given security responsibilities to a regular administrator.

. A new International Association of School Security Directors held its first convention in Ft. Lauderdale, Florida, in the spring of 1970. Some 70 representatives of schools, school districts and related institutions attended.

. Many school districts report they are ordering new, tough polycarbonate panes for building windows, in spite of their high cost.

. Many districts report they are revising or updating security manuals and policies, including under what circumstances to call police.

. Several states report they are now formulating security guidelines for their local districts.

. A number of districts are pressing for local laws to control outsiders from coming into the schools.

Evidently, many school officials feel the same as Paul T. Engle, chief security agent for Los Angeles City Schools, who warned: "There will continue to be an increase in vandalism and violence the next few years before it starts to taper off. It also may spread to districts not hit already."

WHAT CAN WE DO ABOUT IT?

UTOPIA (18)

Common to much of the writing about delinquency and vandalism particularly, there seems to be a great deal of utopian: unrealistic thinking. A good example is this recommendation taken from an article by a very high official in a very prominent professional journal handling the question of vandalism. One of the serious recommendation for solving the vandalism problems that that particular writer made was "eliminate graft and corruption and other social evils in the community."

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Now I agree that that would be a fine thing to do, but I also suggest that it is just plain useless, yea, senseless to repeat and repeat and repeat that type of recommendation. And in the same utopian vein it is of no practical help to hear that the home, the church and the school "ought to do a better job of bringing up their children." It is absolutely meaningless to repeat again and again that the parents ought to be better parents, go to church regularly, and that they ought to live according to the fine teachings of the church. Of course all parents ought to be better parents and society ought to show a better example to youth. It would be wonderful if someday someone could wave a magic wand or a thousand magic wands and bring this all about, but I'm afraid we have no such magic now to look forward to, nor can we expect to find any in the forseeable future.

I have given up trying to make society over into what I think it ought to be. I don't think we can do very much with the child's parents or his grandparents (from whom he inherited some part of what's the matter with him). I do think that we can do a lot today with the boy or girl, and thus by making him a better citizen (and a better parent tomorrow) we'll take a big practical step towards improving the society of tomorrow. That way lies hope and progress.

HOME, CHURCH AND SCHOOL

Yet, we must not ignore entirely the parents of today. Some things we can do for them and with them for the benefit of the children, and those things we should very definitely do. But here again we must be realistic both in our understanding and in our plans.

For that type of parent who is a menace to his own children, and unfortunately we have altogether too many of them, we have laws and courts, and in the final analysis laws can be enforced and the courts if necessary can take the child away from such parents. For these children we need good, kind, loving foster homes which can do any important part of the whole deliquency problem. The difficulty lies in finding enough of these homes to take care of all the children who should be placed in them.

For those unfortunate parents who would like to do a better job with their children but for one reason or another cannot do much for them,---parents maybe who are chronically ill or poverty stricken or ignorant,---we can do much to help them with their problems. For families on the dependency level, we can help train them in income-producing skills which in turn may increase the family

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income. We can bring a type of home education, home management to these families and with continuous intelligent counseling might be of direct benefit both to the parents and to the children in that home. Here too we can insist on more intelligent operational case work and family service from the various social agencies.

As for the schools, we can hopefully look forward to improvement in the school's holding power. Schoolmen all over the land are working seriously on the drop-out problem and are creating new and promising curricula to interest and hold the difficult youngster in school a little longer, maybe to train him in some commercially acceptable skill. Teachers are being trained through in-service training courses in discovering the a typical, anti-social and troubled child at an early age, and school systems are creating ways and means of bringing a special type of help to these children. Clinical facilities, guidance bureaus of all types are beginning more and more to examine, diagnose and treat such children and thus give them a better chance to get better marks, to stay in school longer, to graduate, and to accomplish better results throughout their school years.

Churchmen are also beginning to realize that youth requires special techniques and training and are becoming more and more interested in getting this training because their theological schools up to now have overlooked it. More and more churches are gradually doing a better job of attracting youth and making their programs interesting to them, thus radiating their influence over an ever wider youth field. Churchmen particularly are in an excellent position to teach respect for property, to teach the rights of others, and this is better done before the children are 9 or 10 years of age than at any other time. The church and the school must make it a point to bring back into daily use such words as discipline, honor, duty, responsibility, dignity, courage, family pride, self-respect, good manners, common decency, prayer and worship.

SPECIFIC PROJECTS

In addition to these various suggestions about parents, the church and the school, here follow some specific projects every one of which has been used with good results in some youth-serving agency. These projects are practical and will reach some of your children and influence them to refrain from vandalistic acts. I suggest that you try any and all of them that fit your local situation and adapt others to suit. These have been gathered by the writer from personal observation and inspection of youth facilities of all types and from discussions with a large number of local youth work executives in all corners of the nation.

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1. INSPECTION

Maintain daily inspection at irregular hours by one of your own staff members trained in this work. If and when you are using some other agency's facilities, your inspector, in cooperation with someone from the sponsoring agency's organization should inspect the facilities before your use and note their condition. It is also highly advisable that your leader or inspector be the last man out at the end of your program and that he inspect the condition of the equipment and facilities before he leaves. In a large organization like a school system or parks department, regular reports should be made out, one to the maintenance department, and the other to your office.

2. MAINTENANCE

It is important that all facilities, equipment, buildings, grounds be kept in excellent condition or in the best condition possible right up to the minute by daily repairing, repainting and replacing. Wenever possible and practical the vandals themselves should do as much of the work as they are able to. Windows should always be kept clean, broken glass replaced at once.

3. BOYPROOF

As far as possible, equipment, facilities, grounds, buildings should be of the sturdiest construction, which of course will rule out leather chairs, plaster walls, wooden benches and any and all fragile materials (exceptions of course). There should be no dark or isolated areas, and all facilities should be well lit whether they are in use or not. The buildings and grounds should be securely locked when not in use and basement and first-floor windows should have sturdy screens. There should be no "attraction hazards" about (ask any lawyer) like piles of bricks, stones, coal or other material easy to throw.

4. BEAUTY

Young children react very favorably to beauty. The playgrounds, the facilities, the walls, the rooms, wherever children congregate should be made attractive with bright colors and pictures, etc. If these are hung on the walls they should be out of reach.

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5. DISCIPLINE

Basic discipline, respect for the rules and for the equipment and facilities should be enforced and maintained at all times. Children must be trained in discipline as an ethic in character-building. A child must be brought up and instructed "in the way that he should go so that in age he will not depart therefrom." He should learn to obey the law or take the consequences. Children frustration must be converted into social approved achievement.

6. PUNISHMENT

Immediate, reasonable and consistent punishment of the right type should be associated with wrongdoing, just as praise must be associated with virtue, (A) by work projects given to the vandals in which they repair and replace what they have damaged, (B) by withholding privileges they value. We can establish proper penalties for wrongdoing, and they must be applied consistently.

V and VI

7. PARENTS

In some cases and within certain limits parents should be fined for the vandalism of their children, especially when the parent's negligence is part of the reason. The vandals also should be fined, and they can repay through money earned from work-duty projects, either as individuals or as groups.

8. THE UNSKILLED

Most children are not in the skilled, very able class. Many of them never get a chance "to shine." They don't make the team. Some of them are from the wrong side of the tracks and seldom get a chance at success. These are the ones we must service particularly. Create activities on their skill level so that they can achieve, so that they can be applauded. This will lift the child's ego, will reduce his frustration, and will create a warmer feeling towards the leader, the agency and the program.

9. LEADERSHIP

Try to have leaders on your staff who are real leaders, influencers of children, not only instructors in games or activities. The ordinary type of leaders should be retrained to understand that they are working on children, and not only on activities, games or the scoreboard. The right type of leadership creates the right atmosphere in the playroom and reduces vandalism.

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10. DROP-OUTS AND STAY-AWAYS

It is between 13 and 16 that most of the children drop out from school, and this is exactly the age when most of the vandalism is done. Youth leaders should make it a point to go after the school, recreation or club drop-outs to try and hold them in their program a little longer. Leaders should learn why boys and girls stay away from the playground or club or center and by the following this up can save many from getting into trouble.

11. COMPETITION

Promote intra-unit, intra-group competition on such things as appearance of your clubroom, grounds appearance, condition of the facilities, etc. Use the cumulative point system which will earn privileges for the winners for trips and special events.

12. EDUCATION

Carry on discussions, forums, contests and general training by all youth-serving agencies, public and private. Contests can be art, poster or essay contest, and training should be in the care of property and the rights of others. The radio can be used here for skits, forums, quizzes and the like.

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13. JUNIOR LEADERS

A great deal of excellent training can be carried on through the formation of youth councils, student councils, special committees, and junior leaders clubs. These groups can undertake anti-vandalism campaigns and contests in the neighborhood and spearhead many other drives and projects relating to property and its care and other related subjects.

14. PROGRAM

To engage the interest of children who might commit vandalistic acts, the activities should be realistic, adventurous, challenging with some lure and risk, so much demanded by growing, healthy boys. Such activities must allow for combat, noise, glamour, dramatization, and many opportunities to "blow off steam." Leaders should use their imagination and ingenuity to encourage the youngster to create new and unusual games, maybe of the carnival type, like the "African Dodger" (which includes a great deal of throwing and hitting), noisy games like Box hockey, which generates a great deal of yelling (be sure this is in a high-ceilinged room or in the outdoors), running games and opportunity to break things (target practice with old baseballs at old crockery lined up on shelves) and similar games.

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15. BIG SHOTS

Whenever possible, use current boy heroes like Rocky Graziano, Joe DiMaggio, Jackie Robinson or lesser local lights that might be available for your program. These can spearhead anti-vandalism campaigns or talk to the boys about the rights of others, the value of property, and more along these related lines. Also use the boys' own gang leaders, who have complete control over their groups. Ask their advice and help on your plans to reduce vandalism.

16. PUBLIC RELATIONS

Publicity for anti-vandalism campaigns must also be carried on in the community through the use of placards, posters and general publicity through the press, radio, magazines and newspapers. Anti-vandalism days might be included in the program, but one thing is of the utmost importance: There should be no publicity at all for the vandals and no pictures showing results of vandalistic acts.

17. DEMOCRATIC ORGANIZATIONS

Plan with the boys and girls and not only for them. Make rules with them. Use their rules whenever possible and give them a chance to enforce their own rules and to have the responsibility of the care and upkeep of the facilities and equipment as much as they can take care of. Create "gripe sessions" for the youngsters to blow off steam in regard to their complaints about your leaders, your equipment, facilities, program or agency.

XV

Security Guards (25)

What kind of people are employed as security guards? How much are they paid? Do they wear uniforms? Are they armed? Do they have the power of arrest? Again, the answers are varied.

In some cases, as in the Chicago schools, they are off-duty policemen working on a part-time basis. Chicago security guards number 270 and work four hours a day. About 2% of the principals want the police in uniform at the beginning of the term," said Edward Brady of the Chicago schools. "This is just so the kids learn to think of the policeman as a friend, there to protect not only the property but also the people." Brady notes that the officers carry walkie-talkies so they can be in constant communication with other officers.

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Uniforms, Guns, Mace, Handcuffs?

Opinions differ on whether security guards should wear uniforms and/or carry guns. Some security chiefs feel that uniforms, especially of the police type, cause antagonism. While most police in schools are armed, guards may not be. The Kansas City schools in 1968 issued mace and handcuffs to guards. This gave the guards the capability of subduing outsiders--not students--without harming them. In Pinellas County, Florida, school guards can be easily identified. They wear "distinctive security officer attire, consisting of a brown blazer and trousers, gold shirts, dark ties and brown shoes."

Brady said the off-duty policeman who serve as guards help liaison with the regular police department and with the community. In addition, Brady pointed out, the Chicago schools hire civilians in security roles to act as a buffer between the community and the police. They can be either men or women. Chicago also has a crew of night watchmen in about two-thirds of the schools. Brady listed 1970 costs of $1.7 million for personnel security, and $1.5 million to $2 million for night watchmen (plant security).

The Los Angeles school district has what amounts to a police force of its own. Standards for the 102-agent security force are high. Each security policeman must:

- Have previous police experience or two years of college with a major in police science.
- Meet the same height and weight regulations as the regular police department.
- Complete a standard 10-week peace officers training course conducted by the Los Angeles County Sheriff's Department. Training includes instruction in physical education, narcotics, human relations and the use of firearms. After being hired, the agents are on six months' probation.

Paul T. Engle, Los Angeles schools' chief security agent, says his agents wear civilian clothes because people are antagonized by uniforms. However, no attempt is made to conceal the identity of the agents, who are armed and use patrol cars. The security officers' pay is based on the wages offered by the Los Angeles city police and the county sheriff's department. The force also includes five full-time investigators. "We try to stick to security," said Engle. "We don't get involved inside the schools unless there is a fight or an attack on a teacher. Our main problem is with outsiders--dope peddlers, pimps, intruders, drunks and dropouts." Engle says the cost of the force is over $1 million a year.

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Kettering High School, Detroit, has specially trained policemen, called the "Detroit Rangers," assigned on a permanent basis. The Syracuse survey, which praised the program, said the rangers "carry out their patrol on miniature motorcycles, thereby giving themselves the range and mobility that an administrator, teacher or other control agent could never achieve on foot. As a result, the fights, crap games and threatening clusters of people in and around the school can be reached quickly, observed, and, if necessary, dispersed. Our site visitor found these officers to be especially effective because they are permanently assigned and have taken very special pains to know large numbers of students on a first-name and informal basis."

Many school districts lavish praise on their security personnel. There is recognition, nevertheless, that greater professionalization and expansion of school security forces is needed. Representative Jonathan Bingham, in introducing the "Safe Schools Act of 1971," noted: "Sadly, perhaps, but undeniably, the days of the grandfatherly school custodian-watchman, shuffling wearily about his chores to supplement his pension, are over. It is time we recognize that the job of making schools safe is a delicate and demanding one. It requires special skills, techniques and equipment which neither teachers, school administrators nor the average 'cop on the beat' possess. We must define the responsibilities and role of security personnel in the school community, and we must provide them with appropriate training and facilities... Some school systems have hesitated to provide needed security equipment because their security forces aren't adequacy leads to another. And our children and teachers are the losers."

In spite of the problems, districts setting up security departments and employing guards of various types report some positive results. None claims guards are the ultimate answer to the problem of vandalism and violence, but, as with alarms and other hardware, no one knows what might have happened had they not been there.

New York City's former Superintendent Bernard E. Donovan said in a July 1969 release that security guards "had a marked influence in restoring good order" in some troublesome schools. Reporting on interviews with teachers and supervisors where guards were assigned, Donovan said the overwhelming majority reported that guards have a positive impact on the schools, resulting in a significant decrease in serious disruptions. "Just the mere presence of the security officers," he said, "has inhibited violent outbreaks on the part of certain student groups and outsiders.... The students know the security officers have

the authority to arrest disorderly persons. Also, the students tend to be more careful because they know the security officer will not hesitate in bringing disruptive individuals to the dean or other school officials who in turn will notify parents."

Paid Community Security Aides

The Syracuse survey listed "novel ways" of enhancing the security of persons and property. One of these--the use of paid community security aides or hall guards--is being used by many districts. The aides come from the same school neighborhood as the pupils and often include siblings, neighbors and mothers and fathers of students. "When such a security aide tells a student to 'cool it,' the response is likely to be more positive than if the enforcer were a uniformed policeman who had been on the beat for only three months and had from a different part of town," the report said.

Vincent Reed, former security chief for the Washington, D.C., schools, described that districts's 81 aides as "the eyes, ears, arms and legs of the administration." He said the aides often know the identify of those who push or take dope, who extort money from other students or who might have broken into the school the night before. As a San Francisco teacher put it, "the hall guards not only let me concentrate less on guard duty and more on teaching, they often help to forestall troublesome situations before they blow up into crisis proportions."

Qualifications, pay, hours worked, titles and duties for these community security aides vary from district to district. In Washington, D.C., for example, since the aides are hired by the federal government, they are rated GS-4 at an annual salary of $6,202 to $8,065. Many are retired policemen or parents or young men interested in youth work. Generally, they are interviewed and hired by the principal, and undergo special inservice training sessions. Their workday is from 8 a.m. to 4:30 p.m. "They have quite a bit of responsibility," said Reed. "They may also be in charge of attendance records for a particular school and of checking up on the attendance of a particular pupil. In the summer they help out with the dropout prevention program."

Anotner typical security aide program is that of the Cincinnati schools. The 85 aides come from the neighborhoods of the various secondary schools to which they are assigned. They work from 2 1/2 to 7 hours a day. Pay ranges from $2.65 to $3.55 an hour.

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This kind of increased "adult presence" in schools was listed by Representative Bingham as the type of program that should receive federal aid. Bingham noted that the effectiveness of paid, neighborhood-based security aides was found to be "enhanced by their neutrality--their lack of identification with either school officials or the police. Special training for the aides, especially in the area of fundamental constitutional rights, is necessary," he said. "Without such training, patrols could do more harm than good. But with proper training it appears they can make an important contribution. Funds under the legislation I am proposing (the Safe Schools Act of 1971) could be used to set up 'parent patrol' programs, to train participants and to pay their salaries."

Duties and Responsibilities of the Security Resource Officer:

- The security resource officer strives to increase student understanding and respect for law enforcement through interaction with students in informal situations.
- He serves as a resource person in talks to classes and assemblies and involves himself in safety programs of an educational nature.
- His actions should reflect an understanding of the responsibility of school staff in resolving student behavior.
- Upon request he assists at school functions involving large crowds.
- Through routine patrol he protects students off school grounds and between home and school.
- He serves as a source of information about city and community agencies involved in governmental functions and interprets city laws.
- He has access to routine school information, such as names, addresses and telephone numbers. The principal or other professional person may share records of a more confidential nature with him.
- He may participate in case conferences, at the discretion of the principal, especially where potential delinquency is a factor. But he does not assume the role of a case worker or counselor.

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. If he interviews a student in school it must be in the presence of the principal or designated representative. If the child must be removed from the school, the parent or guardian must be notified in advance. If parents desire to be present during an interview they shall be permitted.

. He informs the principal concerning apprehension of students. The principal may ask him to verify the referral of students to law enforcement agencies or the courts.

. If he refers students to other community agencies these are to be made in accordance with regular school procedures.

. In emergency situations he may take direct action to apprehend persons committing a serious unlawful act in school.

. He contributes helpful information to school guidance counselors concerning individuals, neighborhoods and families.

. He confers with parents, pupils and individuals in the community on pre-delinquent and delinquent behavior.

. He represents police and courts as a consultant in law enforcement and juvenile problems.

. He provides service to neighborhood merchants and residents in school-related problems.

The Security Resource Officer as an Instructional Resource

The security resource officer can serve as an instructional resource person in the following ways:

. He can assist in orientation meetings for students, faculty and community.

. He can give short talks at elementary schools, acquaint pupils with police scout car, help with PTA programs as a speaker, provide information about specific pupils and help with school safety programs.

. At secondary schools he can be a valuable resource for classes studying vocations, law and order, black culture, crowd psychology, the mathematics of traffic engineering, driver education and health.

DAILY GUIDE TO INSTRUCTIONAL SEQUENCE

WEEK	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	Pre-test Introduction to Course	Concept I Slide Maps A,B,C Origin/Term Vandal	Concept II Historical Incidents of Vandalism	Concept III con't Historical Incidents of Vandalism	Slide Series Overview of Types of Vandalism
2	Slide Set I Analysis of Damage Cost, Danger and Waste in Vandalism	Vandalism Inventory Discuss Proposals and Prepare to do an Inventory Possibly in the Classroom	Take Inventory Possibly Begin in School Building	Take Inventory Possibly Outside School Building	Discuss What Was Found in Inventories, Compare Estimate, Analysis
3	Continue Discussion	Reading #1 See Options in "To The Teacher:"	Reading #2	Reading #3	Reading #4
4	Activities, Based on Readings 1-4	Activities Based on Readings 1-4	Activities Based on Reading 1-4	Reading #5 and Music	Reading and Music #5 con't Discussion
5	Slide Set II Design Activities for Lessening, Preventing Vandalism	Activities Vandalism Prevention, etc.	Activities Vandalism Prevention, etc.	Activities Vandalism Prevention, etc.	Activities Vandalism Prevention, etc. Discuss what has been Accomplished
6	Careers Introduction Discussion	Careers Investigation	Careers Guest Speaker	Show Film Review Catch up	Post Test Part 2

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INSTRUCTIONAL SEQUENCE

You will notice that student data sheets directly follow the teacher information. The slide series that are mentioned are available from Verlin Abbott in the Administration Building.

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I FOR THE TEACHER:

1. Handout student data sheets #1 and 2. The reading provided on these sheets have been prepared from the sources noted below:

THE WORLD OF WALLS	P.S. Brooks and N.Z. Walworth, J.B. Lippincott, 1966, pages 12-18 (Barbarians)
THE MEDIEVAL WORLD	Young People's Story of Our Heritage, V.M. Hillyer and E.G. Huey, 1966, Meredith Press, New York, pages 11-16 (Barbarians)
THE ROMAN EMPIRE	Isaac Asimov, Houghton Company, 1967, pages 222-242 (Germanic Tribes)
BARBARIAN EUROPE	Gerald Simons, 1968, Time-Life Books

2. As an alternative procedure,----the teacher may elect to have the students develop their own reading or research the answers to the questions to the students related to the etymology of the term "Vandal".

3. If the teacher assigns the reading, it may be good to make transparencies of the maps provided and with the students following on their own maps, locate the following places whose names appear in the reading:

   a. Southern coast of contemporary Norway, Sweden, Denmark, and Danish Isles.

   b. Silesia, Galicia, Southern Poland, Gaul, Pyrenees, Spain, Gibraltar - where Vandals crossed to Africa, Carthage, Rome, Byzantium (Constantinople)

   Then the path of the Vandals can be traced on the map. Slides A, B, and C are maps that can be used instead of transparencies.

4. You might ask the students what the recreation might be to the use of the term vandal in its present context if there were a national ethnic group of Vandals --- something akin to resentment of ethnic jokes, or Italian reaction to movies which show gangsters with Italian names and features.

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I

5. See if the students can think of other terms which are ethnic in origin --- for instance, the names of athletic teams: Norseman, Vikings, Blackhawks, Indians, Braves, etc.

6. You might speculate with the students, if they have had European History, whether the Vandals were the cause of the collapse of the Roman Empire or when an Empire is collapsing from other factors does vandalism increase?

7. For homework have the students look up "Vandals" and "Vandalism" in the dictionary and determine if the definition reflects accurately the present concept of the term. You might then wish to handout student data sheet #3 so all students will have somewhere to collect more vocabulary terms.

Name_____ Student Data Sheet #1

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As you read through the following selection, try to classify in your mind answers to the questions listed below.

1. What is the original meaning of the word "Vandal"?

2. What does the word "Vandal" mean today?

3. How or why did the name of a tribe of people come to be used in its present sense--malicious destruction of property?

Origin of the term Vandalism.

The Vandals were originally a group of Germanic tribes that lived along the southern coasts of what are now Norway, Sweden, Denmark, and the Danish Islands. They migrated to central Europe about 100 B.C. and settled in Silesia and Galicia (Now Southern Poland). In the late A.D. 300's, the Vandals moved westward because they were threatened by the Huns from the east. The Vandals crossed the northwest boundaries of the Roman Empire in 406, and raided the Province of Gaul (Now France) - (See Map). For three years they caused severe and extensive damage in Gaul. In 409 They crossed the Pyrenees into Spain and fought other barbarians and Romans, continuing to steal, smash, and burn for nearly 20 years.

In May 429 A.D., 80,000 Vandals crossed from Spain to Africa, injuring and destroying everything that stood in their way. Under the leadership of Genseric, the Vandals overcome the Roman authorities and established a kingdom with its capital at Carthage (See Map). For the next half-century the Vandals dominated the waters of the western Mediterranean. One of their most spectacular achievements was the sack of Rome in 455. Toward the end of the 5th century, the Vandal kingdom in Africa began to decline, and in 533 Carthage was captured by the Byzantine general Belisarius, destroying the Vandals as a nation. The mass of the Vandal population became the slaves of Belisarius' soldiers. Thereafter the Vandals played no further part in history. The name Vandal, however, has lived on and has been used to describe a person or persons involved in wicked damage or destruction of property.

Name_____

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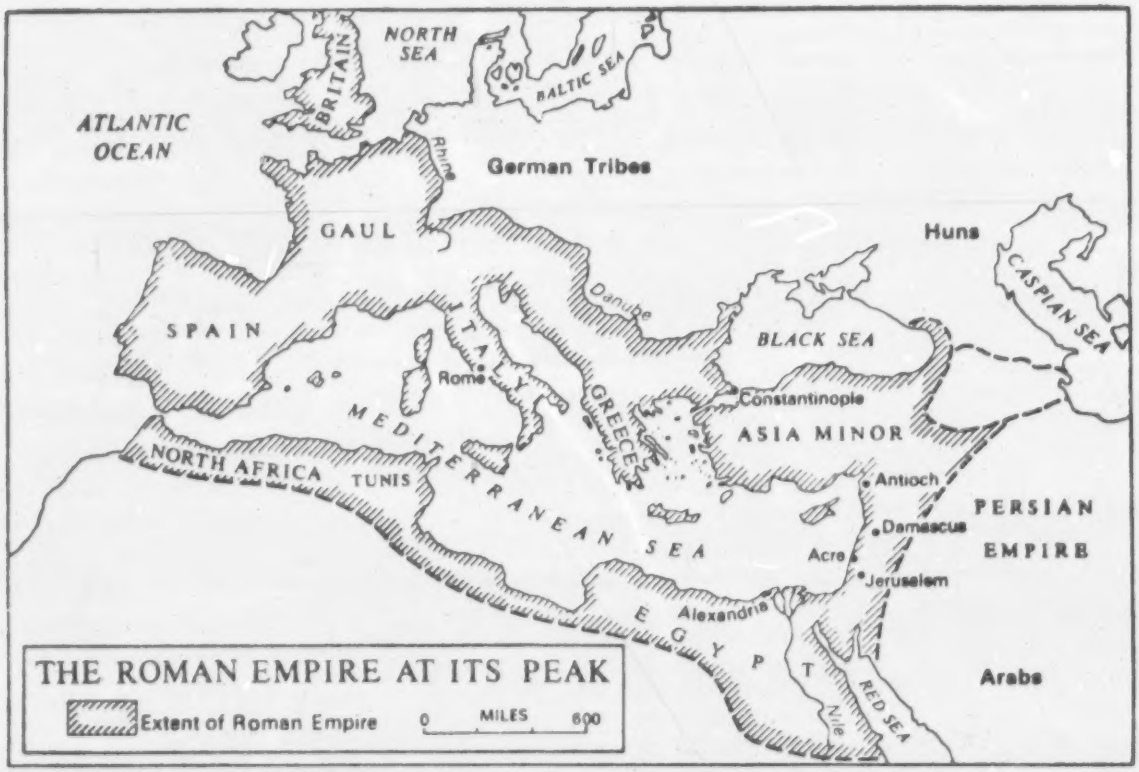

Name_____ Student Data Sheet #3

VOCABULARY

VANDALISM - willful and malicious or ignorant destruction, defacing, or littering of public or private property.

GRAFFITI - writing found on walls, rocks, bridges, trees, etc.

BLIGHT - condition of a neighborhood when deterioration has set in and repairs are no longer made.

DEFACE - to destroy or mar the face or appearance of.

MALICE (MALICIOUS) - intent to commit an unlawful act or cause harm without legal justification or excuse.

HERITAGE - something transmitted by or acquired from a predecessor: Legacy: Tradition.

GERMANIC - German: Of, relating to, or characteristic of German-speaking people.

AESTHETIC - relating to or dealing with the beautiful: artistic.

ECONOMIC COSTS - dollar value of repairing or replacing damaged items.

OPPORTUNITY COSTS - opportunities which must be sacrificed when money has to be spent repairing vandalism.

SAVE THIS LIST FOR FUTURE USE! ADD NEW TERMS AS YOU ENCOUNTER THEM IN THE UNIT.

CONCEPT NO.

II

TO THE TEACHER:

Allow the students ample time to read the selections in data sheet #4a and 4b then ask for answers to the following questions.

1. (Use the questions preceding the reading on the students sheets)

2. Have the students look through the reading again and list the different individual acts or types of vandalism. List places where each type occurred and types of people who did it. (e.g. age groups) Readings are from bibliography numbers 1, 5, 12, 18 and 25.

3. If further research is desired as an activity have the students look for other mob vandalism such as the - Boston Tea Party; or more recently the civil disorders of the 60s (refer to Koerner Commission Report); or various music festivals of recent years; or at political conventions; or in conjunction with labor disturbances - 1971 Telephone Company strike, 1886 Chicago - Haymarket Riot, or the Luddites of the early Industrial Revolution.

4. Additional readings can be prepared from:

NEWSWEEK May 19, 1962 page 42

ZAP, NORTH DAKOTA; After a North Dakota State University suggested a "zap out" at Zap, North Dakota (population 339), the article urged, "zip to zap", 3000 youths descended on the town.

The town had prepared by stocking 20,000 cases of beer in the two local taverns.

The invaders took over the town, dismantled an abandoned house, used it for a bonafire. They dismantled the fire truck when it tried to put out the bonafire and later hauled booths and tables out of the taverns and restaurants and threw them into the fire. The youths then began smashing windows of the town's shops.

Finally, Governor William Guy sent in the National Guard and declared martial law before order was restored.

SPORTS ILLUSTRATED April 27, 1970

Take Me Out of the Ballgame by Walter Bingham

Opening day in Chicago's Wrigley Field began with a fan trying to grab a players bat, when the player pushed the youth back 8 or 10 others got involved.

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II

In New York, fans surging onto the field nearly caused the forfeit of the game after hurling flashbulbs, beer cups, and other garbage on the field.

Hockey fans in such cities as Detroit and New York have been known to throw beer, eggs, programs, oranges apples, a live duck, and even cooked octupus onto the ice during a game.

Many signs that fans have in the stands are so vulgar that TV cameras can no longer scan the stands at dull moments to show clever ones.

Players in Yankee Stadium asked for a roof to be installed over the bullpen.

When the Mets won the pennant, fans ripped up sod and stole home plate.

Red Auerbach of the Boston Celtics had been target of many cigars, cups, etc. some of which were direct hits.

In Philadelphia, teams are told to run for the dressing room as soon as the game is over.

In Wrigley Field such problems led to the construction of a 42" mesh fence and a video system for scanning trouble spots. Beer is not sold in the bleachers, and penalties are posted for the spectators to see.

LIFE April 9, 1971

The Young Defacers

Vandalism is a form of pollution.

Vandals burned down one of the last covered bridges in Delaware

Vandalism came with the frontier but is now out of hand.

Halted operations at a New England airport by smashing landing lights.

Let loose mice in a research laboratory.

Bronze historical placques bent, some removed.

Damage to schools exceeds $100 million a year.

Boys 10 - 15 account for the bulk of the destruction everywhere.

CONCEPT NO.

II Cause-stress

-abdication of adult authority
-parents spend too little time with children
-too many idle hours
-too often vandals even when caught are not punished

No foolproof solutions

-breakproof windows
-flood lights at night
-fortress design
-telephone company midified design of phone

Real solutions

-modify the conduct of the young
-organize free time of kids

States should require parents to pay, require offenders to work on community project under supervision of higher minded youth to implant a sense of pride.

We cannot build a better America until we learn to take care of the one we have.

Grown-up vandalism.

VII TIME January 19, 1970 Volume 95 page 45

Society's Outsider

Intruders damaged a Greenwich, Connecticut High School to the tune of more than $10,000 and forced it to close for a day.

No accurate price tag can be affixed to vandalism, which is not always reported, not always identifiable as such and covers everything from toilet graffiti to arson. But the United States Office of Education in Washington sets the annual cost of destruction in public schools alone at more than $100 million. In New York City, the cost of school vandalism amounted to an estimated $6.5 million in 1969. Public Telephones as a prime target absorb some $10 million a year for repair or replacement of vandalized phones.

CONCEPT NO.

XII The increase of vandalism has resulted partly from the character of the times, social upheaval, and the nature of the vandal, who is as difficult to define as he is to catch. In New York City, arrests are made in only 2-3% of all reported cases. The vandals deeds are commonly described as wanton, pointless, aimless, senseless, meaningless, or mindless.

II Socialologist John M. Martin of Fordham University says that acts of vandalism carry a heavy freight of motivation and even logic. A classic example - The Luddites who smashed the new textile machines at the dawn of the Industrial Revolution were venting their rage on a new technology that threatened their handicraft jobs.

Martin says much contemporary vandalism is a blow struck in anger by the havenots, the oppressed and the dispossessed.

XIII Nearly 80% of all vandals arrested are under 18 years of age.

Contemporary life invites the vandalistic act. The media play themes of violence and aggression they become almost an acceptable part of life.

XII Such acts may be an attempt to show that the individual has some effect on his environment. Destructive acts are chosen because they are more readily seen and often more easily accomplished than constructive ones.

The solution lies perhaps in the restoration of the outsider's lost faith in the community rather than in punitive laws and shatterproof windows.

Special Note to Teacher:

All of the material taken so far has been rather removed from vandalism. That is to say the student would not identify with it and the teacher should not invite students to tell of vandalism they have had a close personal knowledge of. As the next couple of lessons unfold, the vandalism studies will be related more and more to the immediate experience of the student and his local community.

Name_____ Student Data Sheet #4a

CONCEPT NO.

II

As you read the following selections try to formulate in your mind answers to the following questions.

1. Is vandalism a new problem?

2. Is vandalism limited to the U.S.A.?

3. Is vandalism something to be expected and just tolerated or should we condemn it and seek ways to keep it in check?

4. Do people do things in crowds they wouldn't do alone? Do they do things in public places they wouldn't do at home?

Vandalism is not a social phenomenon of recent origin as we can read about it in the writings of some Egyptian priests 4000 years ago. They complained about the youth of their day. Socrates lamented the fact that boys and girls of his time were destructive, and so did Hesoid, the Greek poet, who referred to the damage done all about him by willful youth seemingly under no discipline. And so, in every generation, on up through the years to the present day vandalism has been present.

Vandalism is an international problem. Reports from New Zealand, Australia, England, Germany, and Sweden all tell of vandalistic acts by irresponsible youth and lament the fact that so much property has been despoiled "without rhyme or reason". It seems that schools and parks come in for some of the worst and largest amount of destruction, but public buildings in general, railroads, highways, vacant buildings and even play areas and golf courses suffer a great deal in this regard. Librarians complain often of books torn, theatre managers take it for granted that a certain amount of vandalism will be perpetrated in the darkness during the performances, chairs slashed, lavatories despoiled. Recently, housing projects have come in for a large amount of senseless, aimless destruction. Everyone from his own experiences, can easily recite numerjous examples of small and large acts of property destruction.

One famous example of vandalistic destruction from America's past occurred on March 4, 1829, the day Andrew Jackson was inaugurated as the seventh President of the of the United States. Jackson had won the Presidency by appealing to the "common man", and now the common man had come to Washington to see the festivities. After

CONCEPT NO.

II

the inauguration parade, Jackson's followers were far from ready to go home. They streamed along behind him, and did not stop at the gates or doors of the White House itself. A reception for members of Congress and high government officials and their wives had been prepared in the East Room of the mansion. Instead, the unruly crowd shoved its way inside. Men in muddy boots climbed on expensive brocade chairs to catch a glimpse of Old Hickory, and others elbowed and pushed through the mob to the food. China was broken, food trampled into the carpet, and clothing torn; elegantly dressed ladies were bumped and pushed about until some of them fainted. President Jackson, shoved against the wall, was protected by friends who linked arms and formed a barrier to keep his over-enthusiastic supporters from crushing him. Later they helped him escape, and he had to spend his first night as President in a hotel. It was hours before the last of the uninvited guests left the White House.

John F. Kennedy Rip-off

The John F. Kennedy for the Performing Arts in Washington, D.C. has become such a popular tourist attraction that more than half million people have visited it the first three months.

Many sightseers not only carried away memories but ripped off souvenirs of the memorial. The Center's directors estimated necessary security, maintenance, and repair at $1.5 million.

Everything "reachable" and "detachable" had been removed from the Center, all original ashtrays and salt and pepper shakers vanished from the Center's three restaurants along with thousands of menus, china pieces, glassware, silverware, and table linen. Souvenir hunters have made off with lightbulbs, posters, paintings, potted plants, restroom faucets, electrical outlet covers, cut swatches from carpets, and even snatched prisms (costing $86 each) from the Waterford Chandeliers.

Souvenir brochures are being printed and other mementos are being prepared in an effort to reduce the pilferage.

Carpets and drapes are pitted with cigarette burns, stained with spilled liquor and smeared with candy and gum.

One group sat down in the Grand Lobby and had a Picnic.

The whole thing is remindful of the "Jacksonian Orgy".

CONCEPT NO.

II through XV

TO THE TEACHER:

SLIDE SERIES

The purpose of showing this series of slides is two-fold. First to show the students examples of what will be considered vandalism for the purposes of this course and secondly to show the student how isolated incidents of vandalism such as throwing a can on someone lawn is in reality a factor in blight and differs only in degree from the worst forms of vandalism. Both acts have many things in common. Both basically reflect a disrespect for property, private and public.

HINTS ON PROCEDURE:

Try to show all of the 64 slides during one class period so that students, in one presentation, see all the types of vandalism.

Some of the slides need only be shown for a few seconds-notably the first 14. The slides after 14 might be presented in one of several possible fashions. (e.g. - Flash the slide on the screen and ask students to tell what sort of vandalism they see in the picture.) If students are unable to guess what the picture is all about, a script has been provided for the teacher as a last resort and final authority to solve disputed points.

If students insist on talking or asking questions about individual slides, your response should be that it is necessary to cover the material once superficially but this will not be the last time the slides are to be seen. Fuller discussion will subsequently be entertained.

SLIDE SERIES NARRATIVE

GROUP #1

This is a series of 6 pictures of 2 residential neighborhoods that are 6 blocks apart. One area has practically no vandalism---in the other area vandalism has been and still is a very serious problem.

SCENES 1, 3, 5 --- Houses in the low vandalism area.

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SCENE 2 --- Street where buildings are beginning to be torn down (remains of one building can be seen on the left).

SCENE 4 --- Abandoned building (burned out).

SCENE 6 --- Abandoned building (partially torn down).

(These scenes are typical of a deteriorating neighborhood)

CONCEPT NO.

II through
XV

GROUP #2 This is a series of 8 pictures of 2 different commercial areas. One area is a very pleasant place to shop and has very little vandalism. The other area has a high rate of vandalism and is not a desirable place to shop.

SCENES 7, 9, 11, 13 --- West County Shopping Center

SCENE 8 --- Street with high vandalism rate (boarded-up windows)

SCENE 10 --- Broken windows

SCENE 12 --- This area has stopped replacing glass windows --- boarded-up store front.

SCENE 14 --- Wire screens on windows --- litter on street.

GROUP #3 This is a series of 5 pictures showing the "progression" of litter.

SCENE 15 --- Aluminum can in yard.

SCENE 16 --- Cans at St. Louis Art Museum.

SCENE 17 --- Litter in flower bed or shrubbrey --- (Drive-in Bank).

SCENE 18 --- Roadside litter (Baxter and Clayton Roads).

SCENE 19 --- Litter on vacant lot in area of high vandalism.

GROUP #4 This is a series of 8 pictures showing "defacing" or "destruction" of signs.

SCENE 20 --- Reflector knocked over in yard (Ladue Road).

SCENE 21 --- Broken campaign sign in yard.

SCENE 22 --- Speed limit sign changed by paint --- also School sign has white paint spot (Ladue Road).

SCENE 23 --- Bullet holes in road sign.

SCENE 24 --- Subdivision entrance sign broken.

SCENE 25 --- Subdivision entrance -- sign on wooden pole removed -- Street sign missing also.

SCENE 26 --- Shopping Center --- sign broken.

SCENE 27 --- Broken sign in area of high vandalism (Natural Bridge and Jennings).

CONCEPT NO.

II through XV

GROUP #5 This is a series of 6 pictures showing various types of "defacing".

SCENE 28 --- Carving on tree.

SCENE 29 --- Graffiti on retaining wall near restaurant.

SCENE 30 --- Stenciled picture of Che Guvara (spray-painted).

SCENE 31 --- Broken soap dispenser (Junior High School).

SCENE 32 --- Hole knocked in wall (Junior High School).

SCENE 33 --- Hole in ceiling of hallway (local college).

GROUP #6 This is a series of 7 pictures showing "breakage of glass".

SCENE 34 --- Boarded windows (local Junior High School).

SCENE 35 --- Boarded windows (local college).

SCENE 36 --- Door glass (Baxter and Clayton Roads).

SCENE 37 --- Door glass (Pine Lawn area).

SCENE 38 --- Window repaired with epoxy (high vandalism area).

SCENE 39 --- Window repaired by bolting board in place.

SCENE 40 --- Broken light globe -- Art Museum.

GROUP #7 This is a series of 8 pictures showing vandalized art objects.

SCENE 41 --- Notre Dame Cathedral -- Paris (small statues broken).

SCENE 42 --- Broken fingers on statue -- Art Museum.

SCENE 43 --- Sign missing -- toe broken -- scroll in left hand broken.

SCENE 44 --- Broken toes.

SCENE 45 --- Carving and initials on bronze art sculpture (Art Museum).

SCENE 46 --- Note rope around plug (an example of how vandalism leads to restrictions).

SCENES 47 and 48 --- Louis IX Statue (Art Museum) --- (Point out that the sword has been stolen 3 or 4 times).

CONCEPT NO.

II through XV

GROUP #8 — SCENE 49 --- A picture showing acid burns on carpet (Science area of a Junior High School).

GROUP #9 — This is a series of 8 pictures showing examples of vandalism by fires.

SCENE 50 --- An area on a Junior High Lawn that was burned during Fourth of July weekend.

SCENE 51 --- A student lounge at a local college (before fire).

SCENE 52 --- The same student lounge (after someone had thrown gasoline on wall and seats and set fire).

SCENES 53 and 54 --- A School Security Officers' report listing several accounts of vandalism.

SCENE 55 --- A $5,000 Grand Piano after being burned by gasoline fire.

SCENE 56 --- Curtains around the stage where the piano in scene 6 was burned.

SCENE 57 --- Terry Moore Bowling Alley (after burning).

GROUP #10 — This is a series of 3 pictures of a "vest-pocket" park in the city of St. Louis. (Martin Luther King, Jr. Park).

SCENES 58, 59 and 60 --- These pictures show various kinds of vandalism. Equipment broken -- litter -- signs broken, etc. (You might ask the students if this is typical of Parks in general).

GROUP #11 — SCENES 61, and 62 --- These pictures show what an automobile looks like after being vandalized to the maximum point.

GROUP #12 — SCENES 63, and 64 --- These 2 pictures show a cartoon relating to vandalism.

CONCEPT NO.

II through XV

TO THE TEACHER:

To make up Slide Set I referred to in the Daily Guide, before class arrange slides #26, 50, 42, 22, 34, 65, 18, and 32 in a tray for projection. Also duplicate Student Data Sheet #5 so that you can have 8 per student.

At the beginning of class announce that the students will be shown some slides and they will have to record certain data from what they see in the slides. And to show them what is expected you will all go through a sample record sheet and answer questions on the answers.

Give the students their data sheets, project slide #26, and read the answers provided on the key for this slide (see following pages). You may wish to have the students fill out a copy of this or you may wish to duplicate the key with the answers on it. In either case, each student should have one correctly filled out sheet before him for reference when trying to supply the answers on his own. If you duplicate the key, be sure to go through each answer so that the students have carefully read what is there, and have had an opportunity to ask questions if the answers are unclear.

Then project slides 50, 42, 22, 34, 65, 18, and 32.

You may have each student attempt to answer the questions on his own, and then call for answers and let students who had no answer fill one in. Or you may keep it quiet during the record sheet answering, and use it as a quiz, or test to see whether the students are understanding what the material is all about.

Remember you have 8 slides to look at, including the one for which the answer key is provided the students. Watch the clock and portion out the time so that at least five minutes are allowed per slide. This will be the minimum needed for most students to answer the nine questions on each slide. Note the supplementary exercise for slide #18 on Student Data Sheet #6.

Name_____ Student Data Sheet #5

Slide #_____

1. What is the damage?

2. What is the cost?
   a. dollars -
   b. inconvenience -
   c. aesthetic -

3. Who pays these costs?
   a. dollars -
   b. inconvenience -
   c. aesthetic -

4. What danger to people results from this?

5. What community resource(s) is (are) wasted?

CONCEPT NOS.

II, IV, V, VII, VIII, IX, and XII

STUDENT RECORD ANSWER SHEET

Slide #26
"Welcome to Jansens" - Sign

1. The sign has been cracked and broken. Three holes appear in it. Probably caused by a flying object or from something being pushed against it.

2. a. Labor for taking down old sign and putting up new one. Cost of new sign. Maybe pay to have pieces cleaned up. $60.00 installed. *

   b. Someone had to clean up the broken pieces. Someone had to take time to call for a new sign to be made and get someone else to put it up.

   c. As one of the signs near a busy street at the entrance to a new shopping center it looks bad. It distracts from the newness and neatness surrounding it.

3. a. The business to whom the sign belongs.

   b. The property owner. (or manager of the business)

   c. Anyone who visits the shopping center, or anyone who justs drives by the entrance and sees it.

4. If someone was standing nearby at the time it was broken, he could have been hit by flying glass. A car could have punctured a tire on the broken material and had a blow-out later when traveling at higher speed.

5. The time necessary in removing the old sign and installing a new one. The material from which the sign was made. (Because this is duplication which otherwise would not have been necessary.) Also, the broken sign has to be disposed of in some manner which will not tax the environment.

*Jansens have had to replace this sign 4 times between January 1, 1972 and July 20, 1972.

CONCEPT NOS.

II, IV, V, VII, VIII, IX, and XII

STUDENT RECORD ANSWER SHEET

Slide #5C

1. Grass burned.

2. a. Circular area with a radius of 25 feet.
   $A = \pi r^2$ = 3.14 x 625 feet = 1962 square feet.
   1962 ÷ 9 = 218 square yard.
   New sodding cost $1.00 per square yard installed.

   b. This area may be roped off while being returned to its original state. People will have to walk around it.

   c. This spot distracts terribly from the surrounding landscape.

3. a. School (money comes from taxpayers)

   b. Mostly students who have physical education outside in that area or who walk across here to school.

   c. Anyone who may go past the school and certainly all of those who attend here.

4. Could have resulted in injury to children playing here.

5. The smoke added to air pollution. The land suffers by not having the old grass as compost.

CONCEPT NOS.

II, IV, V, VI, XI, and XII

STUDENT RECORD ANSWER SHEET

Slide #42

1. Fingers broken on right hand of statue.

2. a. NONE - no repair will be done.

   b. NONE

   c. As one of the statues at the entrance to the Art Museum it looks bad. As the museum is a place to preserve art objects.

3. a. Nobody

   b. Nobody

   c. People from all over the country and perhaps the world who visit the Art Museum and see this statue as they enter.

4.

5. Purely aesthetic loss.

CONCEPT NOS.

II, IV, V, VI, VII, IX and XII

STUDENT RECORD ANSWER SHEET Slide #22

1. A road sign has been defaced with paint, changing one number into another.
   White paint sprayed on the school sign in background.

2. a. $15.00 for a new sign plus labor cost of the highway department to change it. (Total - $20.00)
   $25.00 for new School sign.*

   b.

   c. It is an ugly thing to look at.

3. a. The highway department and they get their money from taxes paid to the state.

   b.

   c. Any motorist who drives on this highway.

4. In poor light some motorists unfamiliar with the roadway may misinterpret the sign and actually think the limit is 80 miles per hour instead of 30 miles per hour. This could be dangerous to other motorists, cyclists, and pedestrians of the area.

5. The metal and paint materials necessary for a new sign which would not have been needed otherwise. Also a problem of disposing of the old sign.

*The least expensive sign is the small "4 way" sign on some stop sign posts. ($10.00)

CONCEPT NOS.

II, IV, V, VI, VII, IX, and XII

STUDENT RECORD ANSWER SHEET

Slide #34

1. Broken window. (17 windows were broken in one night)

2. a. $124.00 per window to replace. This was tinted glass specially treated with heat (tempered) for strength.

   b. Construction time lost in recording and installing new glass. This glass can only be tempered after it is cut to size. There is much delay in getting it.

   c. A newly constructed building with broken windows looks bad. It stands out because of the size of the building and the size of the windows.

3. a. The school district - money comes from taxes.

   b. The construction people. Persons waiting for the building to be completed so it can be readied for use.

   c. People living in the area and all who drive by. This building can easily be seen from an Interstate highway.

4. Mostly to those who broke them - from the broken pieces.

5. A lot of glass.
   More waste has been created that must be disposed of.

CONCEPT NOS.

II, IV, VII, and XII

STUDENT RECORD ANSWER SHEET

Slide #65

1. Acid burns on the carpet.

2. a. Assuming that scraps of carpet were available, the only cost would be labor in repairing, about $5.00. However, eventually the entire carpet will need replacing.*

   b.

   c. It doesn't look good among the new and well-kept fixtures.

3. a. Money from taxes.

   b.

   c. Parents and students who frequent the area.

4. The acid could have burned someone.

5. The material from which the carpet is made.

*This carpet was less than one year old.

CONCEPT NOS.

II, IV, V, VII, VIII, XII, XIII, and XIV

STUDENT RECORD ANSWER SHEET Slide #18

1. Litter. The soil and plants suffer.

2. a. Labor for clean up.

   b.

   c. Near business places and busy streets, ugly sight.

3. a. Taxes from citizens.

   b.

   c. Anybody who lives in the area or drives through.

4. Trash of any kind will attract disease carrying rodents and/or insects which could be harmful to many people over a broad area.

5. Time to clean it up.
   The value of any plants which might have grown there but can't.

CONCEPT NO.

II, IV, VII, and XII

STUDENT RECORD ANSWER SHEET

Slide #32

1. A hole in the wall. Plasterboard wall section broken out.

2. a. Materials $4.00 (wall board, paint, etc.)
   Labor $25.00

   b. Not able to use the restroom for several days.

   c. Limited because of location and restriction on use not many people would see it.

3. a. Money from taxes.

   b. Students who cannot use this restroom.

   c. Those persons who might enter the restroom while it is in this condition.

4.

5. All of the materials and the time of skilled workers.

Name_____ Student Data Sheet #6

The following exercise can be given after the students have viewed slide #18. The purpose of this activity is to make the students more aware of the costs of cleaning up litter in our community and our state. The information listed below was obtained from the State Highway Department. The costs for 1971 were based on an average wage of $2.25 per hour for clean-up crews. They had between 6 and 10 crews, depending on the time of year, with 2 or 3 men per crew. (Some of the problems can be optional for students).

YEAR	LOCATION	ANNUAL COST FOR CLEANING UP LITTER ALONG STATE HIGHWAYS	POPULATION (1970 census)
1971	St. Louis City	$25,551	607,718
1971	St. Louis County	$76,547	951,353
1971	State of Missouri	$495,757	4,636,247

PROBLEMS:

1. Figure the total cost of cleaning up litter in St. Louis City and County.

   (City)_____ + (County)_____ =Total_____

2. What percentage of the total state cost does the amount in Problem 1 represent?_____%

(Optional) 3. Figure the number of man-hours involved in cleaning-up litter for the city, county, and state.

   City = _____man-hours

   County = _____man-hours

   State = _____man-hours

4. List constructive projects or programs which could be set up using the time and money that is now being spent on litter.

CONCEPT NO.

VII.

ANSWER SHEET FOR DATA SHEET #6

1. City - $25,551

   County - $76,547

   Total = $102,098

2. 20%

3. City = 10,220

   County = 30,619

   State = 198,303

4. Examples are beautification projects such as scenic overlooks, erosion control, tearing down old signs, planting trees, etc.

CONCEPT NOS.

II through XIV

VANDALISM INVENTORY

TO THE TEACHER:

A variety of vandalism inventory options are available. The students may do these inventories in small groups, large groups, or as a class. Inventories may be taken either as groups covering all areas at once or as a class covering one area per day. The areas that could be inventoried are:

1. Inside the building; halls, restrooms, lobbies, phone booths, and maybe other classrooms.

2. The outside surfaces of buildings on the grounds; the school, storage sheds, etc.

3. The entire school grounds excluding buildings.

4. A school bus.

As additional activities, students could possibly inventory (most likely on their own time) such places as subdivisions, apartment complexes, shopping centers, industrial parks, recreational parks, hospitals, etc.

Procedure:

1. Give the students each an inventory record sheet, data sheet #7 (They may later have as many as they need to complete the activity).

2. Discuss briefly with the students what each column heading means.
   For Example - Type of vandalism - broken glass
   Location - yard, 101 Vandal Street
   Extent - 2 glass broken on fixture
   Cost ($) - $7.50
   Who pays - The home-owner
   Non-monetary cost - Instead of going to the ballgame with family or friends he had to spend the time measuring for new glass, driving to the store to purchase it, driving back home, and installing it.

CONCEPT NOS.

II through XIV

3. Assign the areas to be inventoried, the schedule, and groups if necessary, Carry out the inventory activity.

4. For discussion purposes, compile the information from each column.
(One heading at a time on the board.)

   a. What are the various types of vandalism found?

   b. What kinds of locations were noted?

   c. In general, what is the extent of damage?

   d. What was the range of cost. ($)
   What was the total cost. ($)

   e. Who pays most often? Who else pays?

   f. What kinds of non-monitary costs resulted?

VANDALISM INVENTORY RECORD SHEET

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Type of Vandalism (description)	Location (Address or Street Names if Applicable)	Extent of Damage or Vandalism	Cost or Repair (dollars and cents) (est.)	Who Pays For Repair or Replacement	Non-monetary Cost (inconvenience)

TO THE TEACHER: Reading #1

Reading #1 is an account of an imaginary interview with a police chief concerning vandalism in a community of St. Louis County. While the interview is imaginary, most of the data and information is based on actual information obtained from police department representatives as they were interviewed for this unit.

Procedures:

a. The reading may be given as a homework assignment or to be done in class. (see data sheets 8-8f)

b. Each student should do the five items listed at the front of the reading. (They may mark answers within the reading itself or write separate answers on the data sheet #8.)

c. In class following the reading and preliminary assignment, have each student prepare a bar graph of the number of reported acts of vandalism for the ten year period and another bar graph of the number of spray painting incidents for the same ten year period. How do these graphs compare? Does this seem reasonable? Does this graph reflect all acts of vandalism?*

d. Each student should prepare a bar graph of the community population for the ten year period given. How does this graph relate to the two made earlier?

e. Each student should prepare a bar graph of the number of vandalized telephones for the ten year period given. What does this graph show about the rate of vandalism of phones? What was responsible for this change?

f. Some or all of the following items may be used for class discussion.

1. The factors which result in vandalism. (Emphasize Concept XII)

2. How vandalism results in economic waste.

3. How some acts can be prevented.

*Optional procedure:

1. Prepare a handout with the graph coordinates already on it so the students need only to transfer the information and color the bars to their proper length.
2. Teacher prepares a transparency of his own to use for comparison with student graphs.

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CONCEPT NOS.

II through XIV

INTRODUCTION TO THE SERIES OF FOUR READINGS

TO THE TEACHER:

The following set of four readings may be used in any of a variety of ways. The teacher will be able to best determine the activity or activities which will be most appealing and practical for the students. The manner of using the readings themselves is quite flexible, as they can be taken during class time or read by the students as homework to be discussed in class. This may free some time to work on various aspects of the activities which are intended to follow each reading or those which follow the series of readings.

OPTION - 1

Cover the four readings in class using the questions provided. Then instruct the students to assume they are the Reporter who has done all of the interviewing. Given the material in the interviews, ask the students to write the story or editorial which will appear in the paper. This exercise will test the student's ability to synthesize, to assimilate, digest and communicate factual information with the intention of effecting change in the values, or concerns of others. It will be harder to judge or measure just how much your own students values have been affected and perhaps, therefore, it is best left untested.

OPTION - 2

After covering the four readings in class divide the students into groups and have them interview another person to get information for the purpose of writing a fifth reading. This exercise would test the student's ability to formulate questions for an interview, as well as reporting techniques such as note taking and synthesis, re-arrangement of material and its presentation in written form.

OPTION - 3

After taking the four readings in class have the students divide into groups and each interview policemen, firemen, maintenance, or construction people to determine or test the accuracy or credibility of the first four readings.

CONCEPT NOS.

II through XIV

This is a somewhat different approach and some time will have to be used to explain the types of questions to be asked so that the students will not simply hand a reading to the person being interviewed and ask, "Do you believe this?" One technique might be for the students to ask the same questions to their subject as the reporter asked of his and see if similar answers ensue. Class discussion might later be focused on determining whether different answers, if they indeed exist, indicate that the answers of the subject in the reading are inaccurate, fabrications, or simply reflect different situations in other locations.

OPTION - 4

The students can role play the interviews. Assign a student to each of the parts in the interview and then have them read the parts to the class. If you desire, have the students memorize the parts and present it in the form of a skit or play. Thereafter students can write and present their own play. It could be one based on an interview between a group of students and the building administrator. The format might be a bit lively, if it's like 'Meet the Press', and the students are allowed to get together and prepare questions while the student representing the administrator goes to talk with him. Then in the interview line before the class the "principal" has to give off-the-cuff answers, spontaneous and unrehearsed.

After this have the students reflect, and grade the various participants on a basis of how convincing, sincere, and well informed they were.

OPTION - 5

If your school has video taping equipment, students might stage the four readings as a news reporter interview. Have some of the students make up large cards which can be easily read. The finished product can then be played for the viewing pleasure of the class.

OPTION - 6

Some interviews may be done out of doors. If you have a particularly cooperative fire or police department that will bring a fire truck, chief's car, or police car out to the school you can have an interview alongside the vehicle. All students can get involved in the production of this as a video-taped interview.

Student Data Sheet #8

Name_____ For Use With Reading #1

As you read this interview:

1. List for data which shows that vandalism is a problem.

2. Try to determine some of the reasons why vandalism occurs at the rate is does. Try to think of other reasons.

3. Find an example of how vandalism can be prevented.

4. Determine at least two ways in which vandalims results in economic waste to the community

   a.

   b.

5. Find an example of how a restriction enacted to protect property can result in loss of freedom to individuals.

CONCEPT NO.

Reading #1

The Reading below is an imaginary interview with a police chief concerning the problem of vandalism in a community in St. Louis County.

Reporter: Good afternoon Chief, I'm looking for a little information for a feature story.

Chief: Come right in Jack, you know we are always delighted to have your paper do reports on the Police Department. How about a story on the police circus coming up next month?

Reporter: Well that wasn't exactly what I had in mind.

Chief: Well what did you have in mind?

Reporter: Well last night the neighbor's property was vandalized, and I thought maybe a little in-depth study of vandalism might get a few people interested in the problem and working on prevention before they suffer from some senseless prank themselves.

Chief: Right you are Jack, just fire away with the questions, whatever information I don't have upstairs we can check in the files.

Reporter: How big of a problem would you say vandalism is in our community:

Chief: Well it isn't the biggest problem, but it is increasing, at some times it's....

Reporter: Just a minute chief, do you have any figures on that <u>increasing</u> factor?

Chief: Yes I do, right here I have figures for the last ten years for total number of acts of destruction of property reported to the police department:

II

Year	62	63	64	65	66	67	68	69	70	71	72
#/Acts	24	25	39	54	79	107	133	180	221	279	180

That figure for 1972 is for just the first five months of the year.

Reporter: I don't know if his will look too good if I print this information people might think your department isn't doing its job.

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Chief: Well some people might, but there are a lot of other things that have to be taken into consideration.

Reporter: What sort of factors might those be?

Chief: Well our population has increased during that same period. Here I have those figures.

XII

Year	Population
1962	6,102
1963	6,220
1964	6,829
1965	7,185
1966	10,000
1967	17,000
1968	31,000
1969	34,000
1970	39,174
1971	42,000
1972	48,000

Now most of those population figures are estimates based on building and occupancy permits, excepts the figure for 1970 which is the official census figure, and the earlier figures for the first four or five years in which the city clerk made an actual count based on city earnings tax returns and so forth. But remember besides our own population growing, all of the area around us has been building up. You see, all of the vandals aren't necessarily home town boys, some people come in from outside, or are just driving through when the idea strikes them. Also our citizens perpetrate vandalism on surrounding communities.

Reporter: Earlier you said there were other factors besides population and the area around us being built up, what might some of those be?

Chief: Well there are a number of other factors, such as technology.

Reporter: Technology?

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Chief: Yes -- for instance let's take a look at a break down of the types of individual acts, for instance I have here a statement from the telephone company on the number of pay phones in the area that have been vandalized. I think this will show an interesting case in point.

Year -	62	63	64	65	66	67	68	69	70	71	72
#/Acts -	0	0	2	6	11	19	27	16	6	2	0

Reporter: It seems you have come full circle and are back where you ought to be. Did you achieve that by catching a ring of phone vandals?

Chief: No, we didn't. This is not really a success story for the police department. Remember I said this was an example of technology being a factor in vandalism. You see in the early years most of the pay phones were indoors, in places of business, stores, laundromats, and so forth. Then the phone company started putting up phone booths on street corners, parking lots, in front of shopping centers and so forth, and that was when the problems started to develop. When the problem got to be big enough the phone company put some of their engineers to work on the problem. They designed a phone unit that hung on a pole and wasn't a box to stand in. This meant that the phone user might get wet or cold in bad weather, but the phone company isn't as concerned about that as they were about the vandalism. Also the new phones are lighted up with a big floures-cent plastic sign, they added steel cables around the phone wire, and heavier gauge steel boxes around the money and phone unit itself.

Reporter: So technology won the day in the case of phone vandalism. Do you know of any other cases of technology being related to vandalism?

Chief: Yes, only this next example isn't so much of a success story. I am referring to spray cans for paint. I wish I had the man who invented the spray of paint. I'd like to lock him up and throw away the key. Just take a look at these figures:

Year -	62	63	64	65	66	67	68	69	70	71	72
#/Acts -	0	0	0	1	4	6	12	20	18	26	15

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X

Reporter: Wow, that looks like a bad trend!

Chief: Yes it is. I'm just waiting and keeping these figures. The police chiefs' association made a recommendation last year to the legislature that no one under 21 be allowed to buy paint in a spray can. It's just too cheap and easy to use. You don't have to buy a brush, no mess to clean up, and you can use it without having to change into old clothes. We have a law to stop kids from buying airplane glue, because some kids sniffed it you know.

Reporter: Well that would be a pretty big step to take wouldn't it, I mean not selling paint to anyone under 21, think of all the inconvenience, and what boy wants to take his mother to the paint store to buy a can of paint?

Chief: Yes, it would be, but I don't see any other solution, The problem is the number of incidents is increasing, but the cost or extent of damage is increasing as well, and it is getting to be unbearable. At first the paint was mostly used to spray on road signs and bridges, you know, the changing 30 to 80 on a speed limit sign, or "Class of 66" on a bridge overpass. That was easy enough to repair. But some of the new road signs are painted with a special type of reflecting paint that has to be baked on. This means the signs have to be taken down and hauled into the shop to be repainted. They cost more originally but it was thought the investment in better signs would provide more safety and would require less maintenance. That isn't the only problem. Lately they have been spraying things on brick and concrete which is harder to clean off, and cannot be painted over unless you want to paint a whole wall, and be prepared to repaint it for years to come. There has been some spray painting on cars, and on rocks along the highways, sometimes it destroys a beautiful rock formation. We don't have any caves in the city, but I read where some vandal sprayed all sorts of things on an onyx formation in a cave which was very beautiful and took nature million of years to form. There was also some sparying on a weathered old barn which turned a quaintly picturesque bit of rural America into an eyesore. But another vandal, or perhaps the same group came along a few months later and burned the barn down.

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Reporter: When does this vandalism happen?

Chief: Well mostly at night time, we get most of the reports in the morning when it is noticed by the property owners or park attendance.

Reporter: What I meant was is there any time of the year when this happens more than at other times?

Chief: Well, it's a year round problem, but it's a bigger problem in the summer. In the first few weeks after school lets out, over Memorial Day, Fourth of July, and Labor Day weekends, that's when it's greatest. In Ballwin they had 21 fires started by fireworks on one afternoon of the fourth of July weekend this year. That meant their fire department needed help and a couple of trucks had to come in from other communities, and while the pumper was there from Eureka a fire started in a home in Eureka, so they had to leave, and it took longer to get to the fire in the home because they were about 15 miles further away than if they had been at their fire house when they got the call. In that additional 15 minutes the home could have burned to the ground if it had been a bad fire.

Reporter: Wow, 21 fires in one afternoon I bet that was costly.

Chief: Yes it was, because they have a volunteer fire department auxilliary in Ballwin, and every volunteer gets paid $2.00 for each call that he responds to, in order to cover his gasoline and driving expense. It also means gas, wear and tear, tires, and so forth on a $38,000 fire truck. The City of St. Louis has figured out the cost of responding to even a false alarm results in a cost of $25.00 to the fire department. Also there is the risk of an accident whenever a fire truck goes speeding to answer a call, and firemen might be injured. If there is a fire, there is the additional risk of smoke inhalation, heat exhaustion, and so forth which might put a man in the hospital. Some fifty or more volunteers responded to those 21 fires, and think of how that may have ruined their afternoon, kept them from their families and so forth. Also the firemen had to clean up the truck after it came in off the road. Ecologically the damage was not tremendous, just weeds and grass burned, but it left an eyesore, and I guess a few thousand

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VII

gallons of water were used. All of that water had been purified and chemicals had been added to it. There are a few intangibles as well, that you might speculate about, for instance the sirens of the trucks may have wakened a baby or started someone's dog howling. All of it might not have happened if all fireworks were illegal.

Reporter: Or if the firecrackers were set off in safe places.

Chief: Yes.

Reporter: Well I think I have something to go on here, chief. I think I may go down to the fire station and see if they have anything to add, and I have a few other people I want to interview. Let me ask you just one more question before I go: What would you say is the biggest factor causing vandalism in this community?

Chief: Well that's hard to say, because we didn't catch all of the vandals and interview them afterwards, but there are many factors that are frequently there, boredom, cars, drinking, but if I had to name just one, I would have to say it appears to be the result of changes in the community and loss of pride. We used to be a small town, everyone knew his neighbors, people didn't move in and out so frequently, people lived a whole lifetime in the same town some times in the same house or on the same street. But now a lot of people move in and out before I even get to know them. They move every day it seems. And there are so many more people.

Reporter: Well thank you for your time chief. I know you are a busy man, and I had better get moving if I want to make the weekend edition.

Chief: As I said when you came in Jack, we are always happy to work with your paper whenever we can be of help.

End of Reading #1

TO THE TEACHER: Reading #2

This reading is an imaginary interview with a Security Officer of a college in the St. Louis area. The information concerning the incidents of vandalism was actually collected through interviews with security officers of local colleges. This reading supplies the students with information covering several of the concepts for this unit.

Procedures:

A. This reading can be assigned as homework or as a class assignment.

B. Students should be able to answer the following questions after reading the assignment:

1. Who do you think committed most of the vandalous acts mentioned in this reading? (students or non-students)

2. What type of individual would commit such acts? (intellectual or non-intellectual)

3. What are the reasons for vandalism in colleges? (What motivates it?)

4. Are some acts of vandalism justifiable at this age?

5. What did the Security Officer list as the major cause of vandalism?

6. List some of the "preventive" measures mentioned in the article. Think of other preventive controls.

7. Who should pay for these vandalous acts? (taxpayer, students-higher tuition, or other)

8. What should the penalty be for such vandalous acts?

9. Estimate the cost of the vandalous acts mentioned in this reading and then determine what this money would purchase in terms of school equipment. Include security costs and insurance costs. (Examples of equipment could be textbooks, gym supplies, audio-visual equipment, etc.)

Student Data Sheet #9

Name_____ For Use With Reading #2

As you read the following article:

1. List the types of vandalism which occur at the college level.

2. Are most of the vandalous acts mentioned of a serious criminal nature or are most merely harmless pranks?

3. List what kinds of costs are involved in the vandalous acts mentioned? (dollar costs, opportunity costs, or other types)

4. Think of reasons why students would commit vandalous acts.

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Below is an imaginary interview with the chief of the security force at a local college.

Reporter: Good afternoon chief, I've just come from talking with your counterpart, the other police chief in this town, and he suggested I check on a few things with you.

Chief: Come right in Jack, what sort of things are you interested in checking on?

Reporter: Well I have just interviewed the chief on this increasing problem of vandalism.

II

Chief: Yes, you have the right idea, vandalism is an increasing problem, and we are about at our wit's end as to how to reverse the trend.

Reporter: What sort of vandalism do you have around the college?

Chief: Well we have all types: defacing, breakage, fires, litter, you name it.

Reporter: Well could you tell me about some of the larger incidents, then possibly we could go on to an over view of the problem from there.

Chief: Alright, let me just talk about the last eight or ten years, which roughly corresponds to the period during which we experienced a tremendous increase in enrollment and a parallel increase in the number of dormitory students.

IV and V

We have had a number of fires. At first they were minor: trash cans, weeds, rubbish in the alley, and so forth. Then we had an arsonist, pyromaniac or whatever, who set fire to a number of lounges, and even a $5,000 grand piano. We believe most of the major fires were the work of one or two persons or groups working together, because the pattern and motivation was similar. There was one fire in the girl's dormitory, definitely arson, and there was a fire and later a dynamiting of the ROTC building and offices.

Reporter: How expensive would you say that was?

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VII Chief: Well, as I said, the piano cost $5,000 and it was a total loss, plus the drapes or curtains on the stage were burned and smoke damaged and had to be cleaned and partially replaced. Also the sprinkler system came on like Niagara falls and caused extensive damage to woodwork, carpeting and electrical wiring. But I don't have the figures on that, you'd have to check with maintenance or the comptroller's office. I recall hearing that fire in the dorm cost over $20,000 to repair, plus there was a lot of inconvenience when people had to be moved out while repairs were made. They stayed at a motel and the college had to pick up that bill for eight rooms for a little over a week. There were some ceilings and furniture ruined in the lounge fires. Also carpets had to be cleaned and in some areas replaced. Again I don't have the figures on that except I do know that some of the chairs and couches in those lounges cost over $300.00.

V The sprinkler system we have is supposed to be a fantastically effective fire protective device. Schools are required to put them in unless the whole building is made of fire resistant materials. All of this was the result of a grade school fire in Chicago some years ago. Some seventeen children died in that fire, and it was thought that the probable cause was cigarettes thrown into a waste paper barrel. That building did not have a sprinkler system. But instead of the students here being thankful that the taxpayers have gone to the extra expense for their protection, they look on the sprinkler system as something of a toy.

Reporter: How's that?

VII and IX Chief: Well some of them seem to enjoy setting off the sprinklers. Each sprinkler has a heat trigger, when it gets so hot it goes off, spraying out hundreds of gallons of water per minute. Some people hang towels of rags on the sprinkler heads, light them on fire, and leave, and in a few seconds it goes off. We had that happen over a dozen times this year. It automatically sets off the fire alarm, classes are dismissed, and it's a big picnic. The fire trucks arrive and the students cheer as each one arrives, like a football game, with cheerleaders and the whole bit.

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VII and IX

Reporter: Do you have any other problems related to fires?

Chief: Yes, we have a lot of fire extinguishers in these buildings and the kids like to spray each other with them. Sometimes they steal the fire extinguisher and drive around town spraying people walking on the sidewalk, we had a police department bring a couple back after they caught the kids doing it way out in the suburbs.

Reporter: Is there any way to stop that and still have the fire extinguishers handy in case there is a real fire?

Chief: Well, we have begun replacing the old style extinguisher with a new type that comes in a cabinet with a glass front. That is more inconvenient if there is a real fire, because you have to break the glass to get at the extinguisher. Someone may get cut trying to get at one in the excitement of a fire, or they will be slowed down precious seconds if they do it carefully and don't get cut on the glass. There is also the added danger of someone getting cut if they get shoved into one of the cabinets in the hallway rush.

Oh, yes. that remind me a couple years ago we had one joker who threw a fire extinguisher out the window of the high rise dormitory. It dropped like a bomb and went through a four inch concrete roof. It rained that night extensively damaging the ceiling and electrical wiring. That was at least a ten thousand dollar item.

Reporter: Could you give a few more figures like that. I am really surprised at the cost of some of these incidents. When we carry individual incidents in the paper they are usually just a few paragraphs at most, sometimes accompanied by a photo. I seldom even read them carefully myself.

Chief: Well, first of all the school has to pay thousands of dollars a year for vandalism insurance to cover major incidents like these. I don't know what the premium is, but to protect $50,000,000 worth of buildings I wouldn't be surprised if that's $80,000 to $100,000 per year. Also the security force has a budget of $160,000 per year, and most of my men

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VII Chief (cont.): are in buildings and on the grounds from 4:00 p.m. to 8:00 a.m. just to protect against vandalism and burglary. That reminds me, we have a considerable amount of vandalism to cars on the parking lots. Are you interested in that?

Reporter: Yes I am.

Chief: Well, we have as many as fifteen reports per month of vandalism to cars, radio aerials broken off, tires slashed, chrome ripped off, convertible tops slashed, but again I don't know what those items cost. We have had a couple of windshields smashed, and I know they may cost over $100.00, if it is a big car with
IX tinted glass. Also broken bottles on the lots ruin a few tires every year, I have seen people changing the tires, but they usually don't report that, they figure it was their own fault for not seeing the broken glass I suppose.

Reporter: What about painting?

Chief: Well, we have a few areas where there are eight by ten foot plywood fences or bulletin boards, one is around an air conditioner cooling tower, and we let the students paint or write on them, they also post signs if they have something to sell or want a ride, you know. That seems to provide an outlet for the guy who has something he has to spray or write, we only paint over if it is particularly offensive. A couple years ago a group went around with a stencil with a portrait of Che Guevarra on it with the words Che Lives
XIV below the portrait, they sprayed those on sidewalks and the walls in some buildings. One school lets the students write on the street with paint, and they think that helps, at least whatever is on the streets doesn't have to be cleaned up, and this cheap paint wears off it seems in a year or so, so that they don't run out of space.

Reporter: Do you have an problems with slingshots, bb guns or anything like that, breaking windows?

Chief: Yes, we have had that. One guy had a pellet gun. Those CO_2 types are a little more powerful than slingshots or air rifles you pump up, and he must have been testing it to see how far the pellets would go into various woods or something, because he shot at all types of signs and woodwork and

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XIV Chief (cont.): furniture. He shot a bunch into some solid oak doors, and those pellets would go in about a quarter of an inch deep, splintering the wood. Just removing them makes it look worse, so a carpenter has to spend four or five hours carefully removing the pellet, filling in the hole and re-finishing the door. He does this in the shop, so he has to take the door down, and sometimes has to put up a temporary door, change the locks, and so forth.

But some years ago we had a celebrated incident. A fraternity gave a party on behalf of one of their members who was running for office in the student government and they served a lot of free beer at this party to all of the potential voters. Well you know that always leads to problems. After this particular party, one of the dormitory students came home in a mood to celebrate so he loaded up his 30 '06 rifle, pointed it out the window and shot at a utility pole just to see if he could hit it. He did, and unknown to him, there was a pipe running down the pole with wires in it carrying the power underground to supply three

IX buildings. Just after the shot was fired all power went off in the three buildings. The clocks stopped at 2:38 a.m. That was Sunday morning. The security man on duty in the one building called the electric company. So they sent out a trouble shooter. He checked the transformers and lines on the poles and said there wasn't anything wrong with the company's part of the equipment, that the problem was somewhere in our part of the system. So we had to call a private electrical contractor to check out our equipment and lines. Not too many companies are open at that time of the morning, but we found one and they sent a man out. By the time he got here and started checking things it was time for the cooks to start breakfast in the student union. No one warned them because they were in a building that still had the power on. Well I don't know how it all happened after that but somehow it overloaded the system when they turned on stoves, ovens and lights. Something blew, and the whole campus was without power. A transformer exploded spraying hot oil all over.

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Chief (cont.): Well before they got the whole thing, they had sixteen electricians out here, and five trucks. One truck had a big reel of wire on it, one had a crane to lift the reel, two trucks had those baskets that lift the men up to work on the wires, and one truck was for the foreman to drive around in to check on those other fifteen electricians.

VI and VII

As for the cost, I don't know what an electrician gets paid per hour, but on Sunday they get twice the regular rate. These sixteen men were here for something over fifteen hours. Add to that the cost of the wire, use of the trucks, a new transformer, and you get a bill for over $5,000. The boy's father had to pay that money, or we would have prosecuted the boy.

The boy was expelled from the school, and he now has a transcript which ends with one sentence. "Expelled for illegal discharge of firearms on Campus." How would you like to take that transcript to another college and apply for admission, or how would you like to submit that when applying for a job?

Reporter: So you caught him?

Chief: No we didn't catch him exactly. A group of other students brought him down to the security office and said if we didn't get him off campus it might not be too healthy for him. They were a bit put out when they realized they would have no hot meals, no hot showers, no lights to study by, and no heat in the buildings all day.

Oh yes, and another thing, the geology professor's seismographs and extremely accurate clocks were without power and had to be set and calibrated again. Later we sent a bill for the professor's time too, as I recall.

Reporter: Well chief I guess that must have been the worst act of vandalism that you've ever handled.

Chief: Unfortunately Jack it wasn't. But I don't know if you would consider bombing an act of vandalism.

Reporter: You mean like bombing in Viet Nam?

Chief: Not exactly, but they are related. I suppose if you read your own paper you recall the bombing of the ROTC building a couple of years ago.

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Reporter: Yes I recall that vaguely, but I didn't cover the story, maybe you could refresh my memory on the details.

V

Chief: Well briefly what happened is there was a group of students against the war the draft, and ROTC. We had a series of demonstrations or incidents, a flag burning etc. But we never did link the the bombing directly to the demonstrators. I am not making an accusation of that group, but it was after the demonstrations were at their high point that some professional bomber set two time bombs in the ROTC building. After the first one went off, the fire department responded and the police too, and just when they were in the building looking at the damage, the second bomb went off. A number of policemen and firemen were injured. I suppose you might conclude the person who set the bombs was anti-police or anti-fireman. The bomb and arson squad, the FBI, the Department of the Army, and campus police have all spent a lot of time on the case but so far no arrests have been made.

Reporter: Well chief I suppose that's a hard story to top, but for the sake of completeness, could I ask you about some of your more routine problems?

Chief: Yes, certainly. What else would you like to know.

X

Reporter: What about telephones?

Chief: Well there's a clear pattern there. They don't bother phones in residence halls, at all. Possibly because so many students don't have a phone in their room, so they have to rely on the pay phones. The phones in the classroom buildings, and the students union are a different story however. They have been vandalized repeatedly, sometimes the whole phone stolen, possibly because someone wants a pay phone as a decorator item. Some of the phones have been vandalized so often the phone company has taken them out, moved them to a new safer location, or has reluctantly repaired them and said if they were vandalized again, they would have to be taken out and not replaced. The emergency phones in the elevators, were ripped out so often we quit replacing them.

Reporter: Was anyone in the elevator when that power failure occurred?

CONCEPT NO.

X

Chief: Luckily no. It would have been nice to have a phone there, though, if that had been the case however.

Reporter: Well as long as we are talking about elevators, are they a problem otherwise?

Chief: Yes they are. We told one group in the high rise dormitory that if there was any more vandalism in the elevators, the elevators would be locked and the residents would have to walk up the stairs, 10, 12 or 16 floors to wherever they lived. Well, they got the message. Since then all we have had is writing on the walls, no broken control panels, no broken roofs or doors. The writing on walls we can put up with I suppose, paint it a couple times a year.

Reporter: How about the campus itself?

VIII

Chief: Well there is litter of course, in the bushes and on lawns, but if a trash can is handy I would say 90% of the students will put cans and bottles in their proper place. But we cannot have a trash can every five feet or it would spoil the effect we tried to create with the green areas.

Reporter: What about those green areas like lawns and trees, are they vandalized frequently?

Chief: Well, a few trees are craved up. At least one died from that. At Christmas time we sometimes lose an evergreen or two, and some smaller trees are broken by crowds moving across the lawns. You practically have to put barbed wire around the trees until they are four inches thick, and that would destroy the aestetic effect.

Reporter: How about writing on desks and walls?

Chief: Well most of that isn't reported to security. You might check with maintenance, but all you have to do is to take a look at one of the lecture halls and you'll see students haven't grown up. The same words are written on desks and walls as you'll find in a junior or senior high.

Reporter: Chief there a lot of old buildings here on campus. A couple are very well preserved. Has any of the vandalism resulted in permanent loss to the college community of the sort of things we might call a priceless landmark?

CONCEPT NO.

XI

Chief: Well let me think, we have had some breakage of stained glass in the chapel, which is sort of a cherished landmark, because so many of the alumni come back to visit it. You know, we have a lot of weddings in there. The stained glass was replaced, but the colors wasn't matched exactly, and you can tell where the windows have been repaired. Several times we have had statues on campus painted green for St. Patrick's day, so we have to watch them every year for a couple days before the 17th of March. We had an art exhibit outside one year with sculptures on the lawn and so forth, and while the damage to the work was not too extensive, and you wouldn't say this was priceless stuff, just student projects, no teacher would ask students to put their work out on the lawn overnight again unless a 24 hour guard were posted. I told them we can't spare the men for that sort of thing. Personally I think the vandals did us all a favor. This modern sculpture is just junk if you ask me.

Reporter: How about the library chief, any vandalism there?

Chief: Well the usual stuff, wash rooms, chairs, tables.

Reporter: No. I mean to the books.

XIV

Chief: Well, there used to be a lot of pages ripped out of books and magazines, but since they put in a xerox machine, that has all dropped off considerably. They don't report anything like that to the security force anymore.

Reporter: Well I think we have pretty well exhausted the topic, is there anything you'd like to add?

Chief: The only major area we haven't covered I believe would be the vending machines. There is some breakage to steal the money from the machines, but there is other damage such as writing on the machines, and breakage of the plastic fronts on the machines, I think it is when some joker puts a bent coin in, and doesn't get what he paid for he starts kicking or beating on the machine. The vending man says that some of those machines cost $600 to $800, and they have a couple of men full time just to repair them. Maybe they would only need one man if there were no vandalism. Also we made them put in soda machines that dispense cans because we had such a problem with the bottles, breakage on the parking lots, and throwing bottles out of windows. The price went up from 10¢ to 15¢ when we went from

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Chief (cont.): bottles to cans. That may have been inflation, but I know when I buy soda at the super market, it is always cheaper in bottles than in cans. Also

VIII

we now have those aluminum tear tabs all over the campus, they don't rust, and I guess they'll be here from now on. The old bottle caps stayed right in the machine in a contained under the opener.

Reporter: One final question chief. I have been asking everyone I interview this question: What would you say is the major cause of vandalism?

Chief: That's easy, it's drinking. I'd say 80% of our vandalism is done after the vandal has had a few beers or some cheap wine. That is 80% because I think some of it is caused by sick people and here I am thinking of the fires and some writing on the walls in lavatories. There is some that is politically motivated, like the bombing of the ROTC building and flag burnings, but I'd say 80% is after drinking. Usually when we catch someone doing vandalism, it is because he is so drunk he isn't careful, is too loud, or we are alerted because we know there is a lot of drinking going on at a party or something. So we are looking for it to happen and catch them.

Reporter: Thank you chief, hope you read the story in the paper this weekend, because you'll probably get some calls about it.

End of Reading #2

TO THE TEACHER: Reading #3

This reading is an imaginary interview with a Fire Captain. The incidents concerning vandalism were mentioned in an interview with a Captain from a suburban area of St. Louis County. Again, some of the concepts are numbered in the margins.

PROCEDURES:

A. This reading can be assigned either as homework or as a class assignment. Give out data sheet #10 with Reading (data sheet 10a-10e)

B. After reading this article, the students should be able to discuss the following questions:

1. Explain why fires are a serious form of vandalism.

2. Why are there fewer fires in abandoned buildings in the suburbs than in the city?

3. How is the burning of empty buildings an economic waste to the community?

4. Why are false fire alarms considered to be a serious form of vandalism?

5. Suggest several reasons (3 or 4) why you think vandalism involving fires is committed. (Student responses may vary)

6. Suggest what "preventive" measures should be taken to stop vandalism by fires.

Student Data Sheet #10

Name _____ For Use With Reading #3

As you read the following article:

1. List where most vandalism involving fires occurs.

2. Look for dangers involved in fires caused by vandals.

3. Look for dangers involved in setting off false fires alarms.

4. Try to determine why vandalism by fires occurs and what preventive measures can be taken against such acts.

Reading #3

CONCEPT NO.

The following is an imaginary interview with a Fire Captain:

Reporter: Good afternoon Captain --- I've been interviewing a few people for a story on Vandalism, and I was wondering if you might have a few things to add.

Chief: Come right in and sit down Jack --- I'm glad to hear that someone is interested in the problem and doing something about it. Can I get you something to drink, this may take some time?

Reporter: No thanks on the refreshment Captain, but get one for yourself.

Chief: O K Jack --- be right back.

(Returning) Now, where were we or should I say where should we begin?

Reporter: Just start off the top of your head.

Chief: Well --- Fires are a serious form of vandalism, probably the most expensive and dangerous to life. False alarms are a type of prank, I don't know if you consider them vandalism --- I do --- and I suspect that they are done by the same people who start the fires.

IX and XII A

Reporter: I realize that fires are a problem, but I was wondering how many of them there are. I talked to the Police Chief and he said there were 21 grass fires in Ballwin on one afternoon by fireworks. Do you have anything like that?

Chief: Well, the figures I would have to look up, and it varies from district to district. Some districts have one or two fires a year and some have several a week. Let me talk about them a bit. First of all there are fires started by accident, such as through faulty equipment, and some by arsonists to collect insurance money, etc. But the type you are interested in are probably set by kids in abandonded buildings. We don't have too many fires like that in the suburbs, but in the city where 16% of all buildings are abandoned, that is a daily occurence. Kids like to play with matches and fires, especially around old fireplaces. If the building isn't boarded up, it will be burned out in a matter of weeks.

CONCEPT NO.

XIIA Chief (cont.): Let me tell you how it happens. First, the building becomes vacant for any of various reasons. Then someone throws a rock through the windows just to break the glass. Next someone else, or the same kids come back and get into the building. At first they just case the joint to see what is there. If there if any furniture, they may decide to use it as a clubhouse and just play in it. Sooner or later, especially if it is winter time they need heat. If there is a stove, furnace, or fireplace they burn whatever is loose: closet shelves, woodwork, cabinets, or whatever. They may play in it at night so they use candles, or paper torches to light it. Then either an accidental fire starts, sometimes from smoking especially if there are mattresses, or sometimes they bring in a bucket and build a fire in it, or they use a garbage can lid like a back-yard barbeque grill. Sometimes something scares the kids and they run out and leave the fire unattended and it catches the whole place on fire. Sometimes the owner or a neighbor or police run the kids out and they return and deliberately burn the place down.

If the building is an old barn, sometimes the hay or straw gets set on fire accidently from smoking again as the kids run out thinking someone is coming, especially if they are sneaking a smoke. The same is true of garages where oily rags are on the floor or in the corner.

Reporter: How often would you say that happens?

VII Chief: I would say it has happened to 200-300 buildings per year in the St. Louis area, every year since I have been here and that's since 1955.

Reporter: Well does this damage get repaired?

VII and VIII Chief: Sometimes, if the damage is slight, and the building was in good shape structurally, and if it was insured so the owner has the money to do it. But, I would say that 95% of the time, No. It depends on the neighborhood too. After a certain point in the history of a neighborhood, it isn't rebuilt.

CONCEPT NO.

VII and VIII — Reporter: That means we are losing hundreds of buildings per year. It also means that new houses have to be built, and garages, and stores, and so forth.

VII — Chief: Yes, Exactly, and the problem is it usually is the neighborhood where poor people live. They cannot afford new houses or the rent in newer apartments. So the government has to build it for them --- that raises taxes --- and each new unit costs thousands of dollars.

Reporter: Is there damage besides the abandoned houses?

Chief: Yes, sometimes the fire spreads to adjacent buildings.

Reporter: What about personal injury?

IX — Chief: Yes, It's good that you brought that up. I remember the fire on Spring and West Pine. An abandoned old house went through the process described earlier. After a couple of small fires, it was boarded up. Then some kids tore a board off a window, got in and set the final fire that burned it to the ground. The building was next door to a business so we were trying to keep it from spreading. The first company to respond to the fire called in for help. A couple of fire fighters rushed into the smoke-filled building to see if anyone was in there, possibly overcome by smoke. When a second company arrived and started pouring water on the roof where the fire was already coming through, the roof collapsed. Three fireman were hospitalized --- one with a broken leg and shoulder. We could have lost those men.

Sometimes the children's clothes catch on fire and they are burned and scarred for life.

Reporter: What about those false alarms?

Chief: They come in various types. The biggest problem is in the city with the call boxes where all you have to do is pull a hook or turn a key. They are being taken out so that is lessening.

XIV — Phone calls are frequent though. We have a new device that records the voice and at the same time electronically locks the phone circuit so we know where the call came from. That helps us and we have been catching some kids who turn in false alarms, and their parents get a stiff fine if we get a conviction.

CONCEPT NO.

XIV

Chief (cont.): Sometimes we have had firemen hurt responding to false alarms. Sometimes, especially at night they get hurt coming down the pole --- just bruises, but for what reason?

Sometimes a truck is in an accident. We have a new type of siren and big air horns, but with these new cars built for quiet rides, sometimes the driver doesn't hear the siren or see the lights and an accident occurs, especially at intersections. Also firemen hanging onto the back or side of the truck are particularly exposed and have been hurt.

Also there is a sort of guerrilla warfare in parts of the city and firemen have things thrown at them and sometimes are even shot at, but that's not considered vandalism.

Reporter: How many false alarms do you get?

XIIA

Chief: Some stations have 94% false alarms. This means that for every 100 fire alarms only 6 turn out to be actual fires.

One fire house used to get an alarm every Sunday night, right in the middle of Bonanza --- I think it was. We finally caught the kids doing that. I suppose they thought it was funny just because the men at the house liked this program. That went on for 3 or 4 months though.

Reporter: Are there any other types of vandalism related to your work?

Chief: Well we don't have any around the station because there is always someone around. Even if we go to a fire one man stays here in case another call comes in. There isn't too much to our trucks because they are always in the house or at a fire and at the fire there is a fireman or policeman near the truck.

Reporter: A policeman?

Chief: Yes, they get all of our calls by relay and send a couple of cars to direct traffic and watch the trucks. Even if we don't use the pumper, as in the case of a fire small enough to put out with extinguishers, a policeman or fireman watches the

CONCEPT NO.

XIIA

Chief (cont.): trucks or else someone might steal our tools, or a helment, or walkie-talkie, or something. We put in this rule after a kid got on the truck to play fireman and no one paid any attention to him. The motor was running and he put it in gear and wrecked the truck and a man's house. The kid couldn't see where he was driving he was so small.

Reporter: It seems that story would be hard to top.

Chief: We hope it is never topped. The boy was really hurt in this accident.

Reporter: Well I think I can put some of this together and get a story for the weekend edition. One more question --- what do you think is the major cause of vandalism to fire equipment.

XIV

Chief: It's poor training. The parents are partly to blame. They should know where their children are. Almost all vandalism fires are started by juveniles. Parents should make the kids play in their yard, or at the park, or any place but an abandoned building. Any child of mine who broke a window on an abandoned house or broke in to play there would get a tanning he wouldn't forget. I'd make his bottom redder than a jonathon apple and he'd be restricted to quarters for a week. He would also be made to pay for the broken window and repair the damage and .--.--.--.-.

Reporter: I think I get the point Captain. I want to thank you for your time.

Chief: Time? Time we got plenty of Jack. We'll have even more if your article stops only one fire.

Reporter: Well, I hope it does Captain.

End of Reading #3

TO THE TEACHER: Reading #4

This reading is an account of an imaginary interview with a group of maintenance workers and construction workers. While the interview is imaginary, most of the information and data was obtained from actual interviews with persons from these ranks.

Procedures:

A. The reading may be given as a homework assignment or to be done in class.

B. Each student should do the three items listed at the front of the reading. (They may mark their answers and notes on the original reading itself or on separate paper.)

C. For discussion purposes following the reading:

1. What types of vandalism are electricians associated with in their work? Painters? Carpenters?

2. What solutions to vandalism are offered by the people interviewed?

3. What possible danger is there to the vandal himself in doing some meaningless act?

D. Problems of cost:

1. When the electric company used only the mercury vapor bulbs in their street lights, they were very easily broken. Suppose there was an average of 24 such bulbs broken per day in the County at a cost of $27.50 per bulb and $9.00 per hour per man to replace them. What would the cost be for a three man crew to replace them at a rate of three bulbs per hour? for one day?

2. Assuming that vandalism insurance does cost 2% of the price of a home, what would it cost for the people in one subdivision of 25 homes (average cost $30,000) for one year of protection?

Student Data Sheet #11

Name_____ For Use With Reading #4

As you read this interview:

1. List the types of vandalism that electricians, painters, and construction workers must contend with in their work.

2. See if the people being interviewed offer any solutions to or preventative measures for vandalism.

3. Record an example of how a vandal himself may suffer directly as a result of his meaningless act.

CONCEPT NO.

Reading #4

The following is an imaginary interview between a reporter and a group of maintenance workers and construction workers at lunch time, in a diner.

Reporter: Hi fellas, I thought I'd stop in here around lunch time and see if I couldn't get some information for a story.

Plumber: Sounds great!

Electrician: Terrific, will we be in the paper?

Carpenter: Who is this guy?

Painter: He's a reporter from the newspaper.

Electrician: What's the story about, Jack? If you ask me I'd say the Cardinals will clinch the pennant by the 15th of September, and I got $5.00 that says so.

Plumber: That's a bet Sparks, you're on. Without Spinks, they can't win it.

Painter: Hey, I hear that Spinks will be able to pitch if the Cardinals need him in the stretch, what've you heard, Jack?

Reporter: Well, I've heard a lot of things, but this afternoon I want to hear about vandalism.

Painter: Vandalism?

Plumber: You heard the man, he said vandalism, do you want me to spell it? or do you just want me to explain it?

Electrician: What is there to say about vandalism?

Reporter: A lot I hope, have you ever been the victim of vandalism?

Electrician: Well, once the kids drove over my lawn, but the neighbor got the license number and after the parents of those kids paid for new sod for my whole front lawn I haven't had any more problems.

Reporter: Well, I was more interested in what may have happened or what you may have noticed at work.

CONCEPT NO.

Electrician: Well, that's a different matter, you know we more or less come to take vandalism for granted,...

Reporter: Do you think that's good?

Electrician: It's not good, but why should I care, the pay's the same whether I'm repairing vandalism or routine maintenance. Just an inconvenience at times.

Reporter: What sort of vandalism do you encounter?

II Electrician: Well we replace light bulbs and fixtures after kids break them with sling shots, bb guns, or rocks. And there has been some breakage of hot air blowers for drying hands in lavatories, some outside fans some wiring and some outlets, door bells, elevator work, you know the usual stuff.

Reporter: You said fans?

Electrician: Yeah, fans, you know like window fans, we have a few exhaust fans, fans on air conditioner units and towers. The kids throw things at them, rocks, and sometimes they poke a stick in the fan just to hear the funny noise it makes.

Reporter: That must be dangerous, what if a stick breaks and hits him in the face or eye?

Electrician: I say if that happens, the kid gets what he deserves.

Reporter: Well, how much would you say this amounts to in a dollars and cents figure in terms of damage to equipment?

VII Electrician: I'm not an accountant, I'm an electrician. I don't keep the books, I just know I get nine bucks an hour plus benefits whether I'm repairing vandalism or doing new construction. As for the cost of the material I just know it ain't cheap.

Reporter: Well how much of your time is taken up with vandalism repairs?

Electrician: It all depends.

CONCEPT NO.

VII

Reporter: On what?

Electrician: On who you work for. I work for a factory, doing maintenance mostly on inside machinery, and we don't have much vandalism. But when I worked for the electric company we had a whole crew that did nothing but replace light bulbs and fixtures, on streets, parking lots and so forth. The company now has over 100,000 lamps in the county alone. Seventy men work directly or indirectly more or less full time on that sort of thing. Sometimes they are putting in new fixtures and pole, sometimes replacing poles hit by cars. That isn't vandalism though. Some of the bulbs they replace have burned out on their own, which is most often the case. But it goes in cycles, sometimes the kids break them out as fast as the company can replace them. Sometimes in a neighborhood they may not have a broken bulb for years. It depends too on the type of fixtures they have up at the time. These new ones are made out of an extra strong plastic and they are harder to break. They had to go over to the new fixture, because those mercury vapor bulbs cost something like $27.50 each.

Like I said though, mostly it depends on who you work for, some contractors have a big problem with vandalism, others are lucky.

Reporter: Would you think vandalism at schools is high?

Electrician: High? It's unbelievable. I never saw so much vandalism of electrical equipment and wiring as I've seen in schools lately. For kids getting the finest education ever offered, free, they sure show no signs of appreciation. They have to put special locks on electrical panels, special light switches that require a key to be operated, and the same goes for heating and air conditioning controls. All fixtures have to be heavy duty, indestructible, nothing filmsy or what I would classify for normal use would do. These kids just bust it up the first time somebody isn't watching them, I swear they could dismantle an anvil if you didn't keep an eye on it. And then the wonder why we don't treat them like adults, and they want to vote at 18. We built America, men like us in this room, and the kids are tearing it up about as fast as we build.

II

CONCEPT NO.

II

Painter: You can say that again. I wouldn't take a job in a school unless I was flat broke with no prospects.

Reporter: Why's that?

Painter: It's depressing, frustrating, and just plain stupid. You paint something, and before the paint is dry they have to start writing on it.

Reporter: Well, the electrician says the pay is the same, isn't that true for painters?

Painter: Pay isn't everything you know. I take pride in a job well done. I like things when they look clean and fresh. When I take someone through the building, like a paint salesman, or an interior decorator who is being paid to recommend a color scheme, I appreciate comments or compliments on how nice the building looks, or how well the paint has held up. I don't care for sympathy. You won't get compliments if you work in a school. But what is really depressing is how foul-mouthed, or foul-penned these kids are today. I mean they write things on the wall you would expect to find on lavatory walls on skid row or in a bus depot.

I tell you I wouldn't paint in a school. I did it one winter when work was slow, but I'd have to be pretty bad off before I'd do it again.

Plumber: I'd say amen to that. I'm a plumber, and I have never seen such vandalism as in lavatories and drinking fountains in schools. Maybe I shouldn't say that because I did see a tremendous amount of vandalism in army barracks. When men got drunk and came in, I've seen fixtures ripped off the walls, pipes and all, mirrors smashed, toilets clogged with rolls of tissue and so forth. But those were isolated incidents, happening once or twice a year in one out of hundreds of barracks at a very large post. But at a school, any school, you can just about bet you will find a mess in any lavatory you walk into. I'd say the girls are getting to be as bad as the boys. They ought to just put an open trench out in the school yard with a tin shed around it, with no roof. The hottest place in summer and the coldest place in winter, and just do no maintenance at all, if the kids want to act like animals, I'd say they ought to be treated like animals.

CONCEPT NO.

II — Carpenter: I'd be willing to donate my time to build those outdoor latrines. I'd find some splintery wood for the seats. I've had it

XIV — up to here with kids too. The desks in these schools, they can't make them out of wood any more, they wouldn't hold up. You need welded stainless steel and formica tops. But schools aren't the only place kids do vandalism. They do it at new construction sites. Do you know what vandalism insurance costs for a contractor?

Reporter: No, I don't, could you give me some figures on that?

Carpenter: Well I couldn't give you the most recent figures, because I don't know anyone who buys it any more. The premiums are so high, no one can afford it. I would say it now runs as high as 2% on the price of a home. That would be $600.00 on a $30,000 home if my figuring is

VII — correct. Most contractors just absorb the loss themselves, make a little less on a house when there is vandalism, add a little to the cost of each home. Hiring a guard for months at a time is prohibitive as well.

The best place to build a home if you don't want vandalism is right between two homes that are already occupied. It is getting to where you have to guard everything. You have to have a dog, burglar alarm, locks,

XIV — lights, fences, screens, chains or gates on driveways or streets, and you still don't feel safe and almost fear to return after a vacation. You have to tell the police when you go on vacation so they can keep a special watch on your house. Even if you go out for an evening, you have to worry about some gang of kids with nothing to do.

Reporter: Getting back to the construction business, what sort of problems do you have?

Carpenter: Well, you have broken glass, and I might say nine times out of ten they have to smash the picture window, not just a small one. Sometimes you have broken holes in plaster board walls, or fiber board walls. Some kids gets a tremendous satisfaction, it would seem, out of smashing a baseball bat through a wall. In a few minutes they can destroy a day's work for a man. They bust up

CONCEPT NO.

XIV

Carpenter (cont.): whatever they can't carry off. You can't start to work on the interior of a house until all windows and doors can be locked. Kids don't walk down a street and walk through houses that people live in, but they figure if a house isn't lived in it doesn't belong to anybody I guess.

Electrician: Can I add something?

Reporter: By all means.

VI

Electrician: I have seen some really stupid tricks by kids in a subdivision. I have seen where a kid smashed an electric meter with a baseball bat, and he got pretty burned up in the process. They also like to cut wires, especially in the basements of new homes. I don't know whether they are after the copper to sell it as scrap. If that were the case, they wouldn't leave it around, which is what they usually do, I don't know, maybe something scares them off midway through an act of theft. But getting to my point, sometimes we hook up part of a house temporarily so the carpenters can use their power saws, and everything may look dead, but a few wires are hot, and some kid is going to get killed. I don't think they would know what to look for or would have checked it out before they start. We try to remember to shut everything down over night, but sometimes we forget, in the rush of Friday afternoon. I drove all the way out to a job one Sunday morning when I remembered I hadn't shut one off. That was on my own time, but I wouldn't have had to do it if I knew kids would just mind their own business and stay out of places where they didn't belong.

But the worst inconvenience I can think of is when some kids break a window and get in and smash up stuff, fixtures, air conditioners, garbage disposals, built in ovens or furnances. That stuff all has to be reordered. It takes time, and if anything is special, or a certain color, or customized it could take weeks, even months, before a replacement is delivered. That can mean a person can't move into a house on time, or a business can't get started on their scheduled opening date.

CONCEPT NO.

VI Reporter: Well I have enjoyed talking with you fellas. I would like to get a few pictures of something that happened recently. Have any of you heard of anything?

VII Carpenter: Sure go out to the new junior high school. They broke 17 windows out there a few nights ago that cost $2100. I heard the foreman talking about it. Those windows are tempered tinted plate glass, a quarter inch thick. You don't have to hurry. That glass has to be ordered and cut to size before they temper it in a kiln. It could be a month before it is delivered.

Reporter: Thanks for the tip. I think I'll pick up a photographer at the paper and get out there while the light is still good this afternoon.

End of Reading #4

CONCEPT NO.

XII TO THE TEACHER: Reading #5

A POEM ON THE UNDERGROUND WALL

Procedure:

Hand out copies of the poem. Be sure to get a copy of the record album "Parsley, Sage, Rosemary, and Thyme" by Simon and Garfunkel. Perhaps a student has one you can use.

This poem has been set to music and is on the above album. It will be best to read the poem, discuss a few points, then listen to it on the record and see how answers to some questions will differ after having heard it in its musical setting.

Discussion - It might be good to first go through the poem and explain the words and phrases unfamiliar to the students. The poem mentions a subway or underground train, which students may have never seen.

Littany and rosary in the fourth stanza might call for explanation. They set a religious context, he holds the crayon like a rosary or as if it were a rosary. These phrases will not fit the meter, hence the elision.

Other items which might be discussed briefly are:

Stanza 1 - After reading the whole poem, what does the line, "Restless in anticipation" mean? Does the man write on the wall spontaneously or was it preplanned? Did he come to the station with the sole intention of writing on the wall?

Stanza 2 - What sort of image does the song writer convey what he says the man's, "eyes deeply scratch at all that they can touch or catch?" Why does he have to hide the crayon? Why does he keep the crayon tightly clutched in his hand, can it be like Linus' security blanket in Peanuts?

CONCEPT NO.

XII

Stanza 3 - What sort of image is the poem conveying when it describes the train as coming from the tunnel's stony womb? What does the author mean when he says the carriage arrives to meet the groom? Is this the man's wedding day? If it isn't his wedding day, why is the subway train compared to the carriage at a wedding? Is it decorated like a wedding car? Why does he hesitate to get on the train, and abondon his plan to write on the wall? Why does he withdraw into deeper shadows? Is he afraid the people on the train will see him and since this is the last train, if he doesn't get on and someone sees him he must be up to no good?

Stanza 4 -

Stanza 5 - He writes just one four letter word on the advertising. Do you think he does this because he doesn't like the product that is being advertized? Why does he just write one word, does that say it all or communicate his feelings? Is he interested in communicating? If so what is he trying to say? Is this different communication than carving initials on a tree, painting a peace symbol on a wall, or write a phone number on the phone booth wall?

Why would the poet describe his heart as laughing, screaming, and pounding?

Stanza 6 - Does he take satisfaction in what he has done? Does it provide a release of emotion? Does he still experience fear? Why would he laugh? When he crosses the tracks, it is very dangerous, does he do this so no one will follow if has been seen? What does the poet mean when he says the man seeks the breasted darkness and is suckled by the night?

CONCEPT NO.

XII

After the poem some general questions -

1. Is this man likely to point out to friends the word he has written on the advertising?

2. Will he take some sort of satisfaction in seeing it whenever he stops at this station again?

3. Before you listen to the record try to answer these questions.

   a. Is this man a dangerous criminal?

   b. Is this probably the worst thing he does, or is he probably a vicious criminal who writes on walls for kicks?

   c. Is the author of the poem angry with the vandal or is he sorry for him?

   d. Would you say the vandal is sick?

4. After listening to the record -

   a. What affect does the music have in altering the setting of the poem?

   b. Is the music mood one that is more likely to evoke pity or rage?

   c. Does the vandal appear to be a hero?

   d. Does the vandal appear to be a product of his time, writing on advertising in a subway with a crayon. Remember there was writing on the walls of Pompei.

   e. Are the words well fitted to the music or is it strained?

   f. Does this song have something to say to the listener or is it just to be listened to for the music?

If time permits, it may be withwhile to listen to other songs on the same album. Do these songs relate to the problems of life in the U.S.A. of the 1960's?

It would be good to read the notes by Ralph Gleason on the back of the album cover and listen to the entire ablum prior to its use. This will help you get the context of the poem chosen for use.

The question of the role of the artist, poet, or musician in telling people about the sickness as well as the beauty in our society. While not new, this is certainly more common and more prominent today, especially in the music, poetry, and art for the youth market.

Name_____

Student Data Sheet #12

Reading #5

CONCEPT NO.

XII

A POEM ON THE UNDERGROUND WALL

The following is a poem by Simon and Garfunkel. As you read it look for answers to the following questions.

1. What is the main point or focus of the whole poem? What is the poet writing about? (subways, vandalism, sick people)

2. What kind of person is the vandal? Is he lonely? No other person is mentioned in the song.

3. Did the author of the poem see this happen or did he make it up after seeing the word on the advertising?

A POEM ON THE UNDERGROUND WALL

Stanza 1 - The last train is nearly due
The underground is closing soon
In the dark deserted station
Restless in anticipation
a man waits in the shadows

Stanza 2 - His restless eyes deeply scratch
At all that they can touch or catch
Hidden deep within his pocket
Safe within his silent socket
He holds a colored crayon

Stanza 3 - Now from the tunnel's stony womb
The carriage arrives to meet the groom
And opens wide its welcome doors
But he hesitates and then withdraws
deeper in the shadows

Stanza 4 - And the train is gone suddenly
on wheels clicking silently
Like a gently tapping littany
He holds his crayon rosary
Tighter in his hand

CONCEPT NO.

XII

Stanza 5 - Now from his pocket quick he flashes
A crayon on the wall he slashes
Deep upon the advertising
A single word and only comprising
Four letters

Stanza 6 - And his heart is laughing, screaming, pounding
Over across the tracks a bounding
Shadowed by the exit lights
His legs take their ascending flight
To seek the breasted darkness and be
suckled by the night

CONCEPT NOS.

XIII and XIV

TO THE TEACHER: Slide Set II

LESSENING AND/OR PREVENTING VANDALISM

You have 5 days to look at this, plan activities, and carry them out.

Before class prepare the following list of slides in the order listed to make Set II.

#8, 12, 14, 34, 46, 66, 67, 68, 69, 70, 71, 72.

The material in this instructional episode is intended to be a bridge for the student. The student by this time should be familiar with the size and nature of the problem. Now we shall have the student see what certain people, groups, companies, etc. have done or are doing to prevent or at least lessen the problem. Then the students should be moved to get involved in the prevention or lessening process, and eventually plan activities to accomplish just that, or to clean up the damage or effects of vandalism.

In showing the slides you may wish to ask the students what they see in the picture that shows people are trying to prevent or lessen vandalism or protect themselves from it. Below is a script which will tell you what the slides represent.

#8 - Window on a vacant store boarded up instead of replacing the glass, much cheaper.

#12 - Business in use, with windows replaced with painted plywood to prevent glass breakage.

#14 - Stores with chain-link fence to protect and retain glass.

#34 - Glass in these windows is especially tough, tempered, 1/4 inch thick plate glass.

#46 - The rope around this sculpture is to keep people back, despite what the sign says. See if the students can tell that from the picture.

#66 - Pipe and chain fence being installed to prevent motorcycles and cars from riding on the lawn and flower beds.

CONCEPT NOS.

XIII and XIV

#67 - Old style exposed fire extinguisher.

#68 - New style enclosed fire extinguisher.

#69 - New style, vandal-proof phone (indoor pay phone)

#70 - New style outdoor phone booth with less booth to vandalize and less to conceal the person using it. Note the sprinkler-anyone trying to use the phone when this picture was taken would get wet.

#71 - Closed underpass. Because of vandalism, muggings, and sanitation problems this underpass at 12th and Market is closed. New pedestrian crossovers are overpasses.

#72 - This is not a prevention measure so much as a surrender. To prevent graffiti on buildings they allow it on the street. You might discuss with the students whether they think this is a good idea. Also mention carnivals where they let you take "3 swings for 25¢" at an old car with a sledge hammer. Does this help prevent or foster further vandalism?

After Viewing Slides:

Hand out copies of the statement from the Congressional Record for April 24, 1972, page E4220, Statement by Representative Joshua Eilberg of Pennsylvania in the House of Representative on what was done for graffiti eradication in Philadelphia, Pennsylvania.*

Allow the students time to read the article then briefly discuss it with them.

After the discussion have a think session in which students suggest activities they might undertake to prevent or clean up the effects of vandalism. Possibly some might correct problems noted in their inventories. You may wish to suggest some activities. Following is a list of suggested activities.

1. Make up posters which discourage vandalism and place them in the school or community where they will help.

2. Write a poem or essay (maybe have a contest) with subject matter deploring vandalism or pointing out its senselessness.

*A copy of this article follows on the student data sheet #13.

CONCEPT NOS.

XIII and XIV

3. Help maintenance crews fix or clean up some vandalism results; wash desks, walls, clean up litter, etc.

4. Clean up litter along some road. The state highway department has a program for schools wishing to do this. They will provide you with free bags to collect in and they will pick them up by truck, right along the road being cleaned. For information call - Mr. W. L. Trimm, 329 South Kirkwood Road 63122, phone 966-3800

5. Make up a slide show and script and show it to lower grades. The purpose should be to deplore vandalism.

6. Have students give talks to other classrooms where the course is not being taken. The subject to speak about "discouraging vandalism."

7. Have the students write a letter to the editor of the school newspaper deploring some recent act of vandalism.

8. Following the Congressional Record article students might like to visit paint stores or places where magic markers are sold and pass on a copy of the article and at the same time evidence their concern to the owner or manager. Students might clean up some graffiti or plant ivy along some wall. Or they might suggest this to the owner if such a wall is on private property. Students may offer to do the work for people who want this done.

9. Write a story for the school newspaper or just for class on the consequences of some form of vandalism which results in a subsequent tragedy e.g., fire extinguishers broken, emptied, or tampered with and are inoperable in an emergency.

10. Put up signs after vandalism has been repaired showing the cost. e.g., To repair this wall the last time cost $228.00.

11. Make up a map of the school and stick pins in it where various types of vandalism have been inventoried, then work at formulating a plan to reduce it. (e.g., lighting or placement of posters)

CONCEPT NOS.

XIII and XIV

12. Working with the principal, have the students schedule a series of talks and line up speakers to come in and present an anti-vandalism series. (e.g., policemen, firemen, maintenance superintendent for the district, assistant principal in charge of the building)

13. Make up a skit or have students role-play a group of neighbors talking about how they are considering moving out of the neighborhood because of the increased vandalism.

14. The teacher might make up an unfinished story on some vandalous act, stopping it at the point of the act and letting the students write about the consequences, apprehension, etc.

15. An alternative to 14 might be to show a picture and have the students write on how the vandalism depicted might have been prevented.

16. Students may consult their local police department to obtain a copy of the latest FBI Uniform Crime reports on malicious destruction of property and prepare a bar graph showing its alarming increase.

17. Students could take a vandalism prevention inventory of the school to see what devices and preventions have been installed. Additional items may be suggested by the students. It may be interesting to calculate the cost of some of the devices already in use. (e.g., the use of tile blocks in restroom walls instead of plasterboard to cut down on damage) Note such things as the location of phones and thermostats and how they are protected or locked.

18. Have a debate between students on the value of curfew in curbing vandalism of Teacher Background Concept No. 10.

19. Have students gather rocks, bottles, and debris from school grounds or a shopping center parking lot and flower beds, lawn etc. to eliminate temptation for would be window smashers.

Name_____

Student Data Sheet #13

BEST COPY AVAILABLE

As you read the following selection from the Congressional Record try to answer the following questions on the back of this Page.

1. What are people doing in Philadelphia to prevent or lessen vandalism?

2. What can you do to lessen vandalism or clean up its effects?

GRAFFITI ERADICATION

HON. JOSHUA EILBERG

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Monday, April 24, 1972

Mr. EILBERG. Mr. Speaker, the problem of graffiti is one that has faced man almost since the time he began building walls.

Graffiti has been discovered on the walls of Pompeii by archeologists excavating the ruins of that ancient city.

Reporters covering the President's trip to China discovered graffiti on the Great Wall.

Graffiti has often been the source of American folk humor, but now it has become a blight which contributes only to ugliness.

In my city of Philadelphia a campaign will begin today to remove the existing graffiti all over the city as well as stopping the further defacing of property.

All segments of the community: the city government, public and private schools, civic organizations of all types, and private companies and businessmen have joined in this effort.

At this time, and with the unanimous consent of my colleagues, I enter a description of this plan into the RECORD:

CAMPAIGN AGAINST GRAFFITI

The City today launched a grass roots campaign against graffiti which will involve all the segments of the community. The campaign is aimed at removing graffiti as well as stopping further defacing of property through community and family action, peer pressure and persuasion.

City Representative and Director of Commerce Harry R. Belinger said the campaign will begin Monday, April 24, in conjunction with the city's annual Clean Up, Paint Up, Fix Up Week Parade, which traditionally opens spring cleaning activities in Philadelphia.

"The campaign is one of persuasion as well as cleanup," Belinger said. "We realize that it takes these young defacers only minutes to mar a surface which will take weeks to clean up. We hope they will stop and consider the damage which graffiti does to our city's image as well as the appearance and viability of their own neighborhoods."

Belinger said that he has met with officials of both school systems, representatives of the paint industry, ministers and clergy, as well as various civic and community groups to urge their support of this program.

The City's 3200 Clean Blocks involving 400,000 Philadelphians will participate in the anti-graffiti campaign by working in their own neighborhoods to remove graffiti from wooden surfaces by painting over it.

Both the public and parochial school systems will observe Monday, April 24 as "Anti-Graffiti Day," and hold classroom discussions on the problem and explore solutions to it. During the week, through their various student councils, they will also participate in school clean-ups and in some instances in neighborhood clean-ups.

The senior high school students in both systems have submitted "Anti-Graffiti Posters" in a contest sponsored by the City to determine a slogan for the campaign which will be publicized and reproduced on posters for display throughout the city later this summer.

Belinger added that 260 Home and School Councils of the public school system have pledged their support to the program and members will urge their own children as well as the students in their schools to participate in anti-graffiti clean-ups in the schools and in their communities.

He added that schools that have bad graffiti problems are being urged to grow ivy on the school walls since this is a great deterrent to graffiti writing because it makes it impossible to place graffiti over the ivy and it will also cover any graffiti on the walls.

The three largest local paint retailers—M. A. Bruder and Sons, Inc., Pittsburgh and Haley, Inc., and Dutch Paints—are solidly behind the program—Belinger said.

"These paint retailers have agreed to give a 10 percent discount to neighborhood and clean block groups, and schools groups who purchase paint next week to cover over graffiti," he said.

Belinger added that these civic minded businessmen have even gone a step further by asking all their store managers to put spray cans out of reach in their paint stores and to exercise judgment in selling these cans to responsible young people.

The stores will display empty spray paint cans mounted on masonite with epoxy cement that cannot be removed. Purchases of regular paint cans can be made at the counter, however.

"It is a known fact," Belinger declared, "that most spray cans used in graffiti-writing are normally stolen and not bought. This action by these paint retailers will make it extremely difficult for youngsters to get their hands on spray cans."

He added that it would be very helpful if all local businessmen who sell spray paint cans would follow the actions of these paint retailers because it would be a positive step in helping curb graffiti.

He also appealed to all local business and food store chains that sell "Magic Markers" to remove these items from prominent display in their stores and have them purchased only at the counter at check-out time. Magic markers, he noted, are another source of graffiti-writing.

Belinger added that the three local paint retailers have also provided $100 each for prize money in the "Anti-Graffiti" poster contest held in the public and parochial school systems.

The Archdiocese of Philadelphia, the Baptist Ministers Conference of Philadelphia and the Greater Philadelphia Council of Churches have also given their support to the campaign. They will announce from church pulpits on Sunday the campaign and ask for their respective congregations' cooperation.

The Television and Radio Advertising Council has agreed to air anti-graffiti messages on the City's 20 radio stations supporting the City campaign and urging community cooperation in helping stem the tide of graffiti writing.

Belinger stated that a meeting with labor leaders will be held at the Bellevue-Stratford Hotel on Thursday, April 27, at noon, to gain their help in this campaign and to obtain their ideas on stopping graffiti-writing. SEPTA and the Greater Philadelphia Chamber of Commerce have indicated they will actively support the program, he added.

He said, "This is just the beginning of an all-out year-round effort to stop this distasteful practice of inane writing on walls, buildings and wooden surfaces throughout Philadelphia. We welcome everyone's ideas, support and cooperation in this effort."

CONCEPT NO.

XV

TO THE TEACHER:

CAREERS

As evidenced in the material about vandalism prevention, many careers are directly or indirectly related to vandalism. All of these careers are involved with the repair and/or clean up following incidents of vandalism or an attempt at preventing the act itself.

Have the students help you compile a list of the various careers. Here is a list of some careers that may be of value to you.

Window boarding-up service
Fence installers and salesman
Watchmen
Dog handlers, trainers, and breeders
Highway clean-up crews
Sand blasters
Forest rangers and park service
Alarm system installers
Carpenters
Landscapers
Artists
Plumbers
Maintenance people
Engineers and designers of special equipment
Wrought iron grill, sales, manufacture, etc.
Insurance companies-personnel
Bricklayers
Painters
Electricians

If a student is especially interested in one of these careers, he should be encouraged to follow up with research as to work performed, working conditions, hours, earnings, employment opportunities, and education and training.

On one of the days allotted for career study, you should, if at all possible, have at least one guest speaker come talk to the class regarding his career or career opportunities in his field. The guidance department at your school will be very helpful in finding suitable speakers.

CONCEPT NO.

XV

One who has offered to come to the school and give a demonstration is, Mr. Striebel of Canine Security Limited, 2060 Nemnich Street, St. Louis, phone 869-0290. He will also send literature. This very effective demonstration involves the use of a trained security dog and his handler. Mr. Striebel believes that young people should know the dangers of facing such an animal.

The following are some briefs of various careers.

BOARDING-UP SERVICE: These men are on 24 hour emergency duty for calls. Only part of their work is done in repairing vandalism, often damage results from accidents, storms, or fires. In large metropolitan areas a large percentage of their calls are related to vandalism. There are 29 companies in St. Louis who advertise this service. Many are glass dealers who just want the call so they can try to sell glass instead of having the person board up.

Pay varies, most make carpenter's union scale of $8.50 per hour. After 4:40 p.m. the rate doubles and after midnight they get paid for 8 hours regardless of time spent. The cheapest repair by this service would be about $25 - $30 for a door needing less than one sheet of 4' x 8' plywood.

FENCE INSTALLERS AND SALESMEN: There is a great demand for this service in the city of St. Louis. Most of the fencing is used to protect windows. Cyclone fence in front of a store cost roughly $20.00 per foot of frontage, 8 feet high. Some car owners and businesses have chain-link "boxes" built instead of a garage. This "box" is much cheaper than a garage but still protects the vehicle.

Much fence is also installed around playgrounds and parking lots to keep out vandals.

It seems that there is a demand for people to work in this business.

CANINE PROTECTION SERVICE: This is a highly specialized service. The handler of these dogs must be highly in the techniques of dog handling. Personnel is needed for raising dogs, selling them, and training them.
(A demonstration is available - see above reference to Mr. Striebel).

CONCEPT NO.

XV

HIGHWAY CLEAN UP CREW: The state of Missouri hires many high school and college students for summer help. Also cities, counties, and subdivisions have the same type of work done either under their own direction or by contract.

SAND BLASTING COMPANIES: Remove graffiti from bridges, rocks, concrete walls, brick work, and pavements.

FOREST RANGERS: These men and park service employees in general spend a considerable portion of their time guarding against vandalism. (They also report it when found, and they oversee corrective measures litter clean up etc.)

ALARM SYSTEM SALESMEN, MANUFACTURERS, INSTALLERS, REPAIRMEN: To protect a building against burglars as well as vandals nearly all commercial places and many homes and autos now rely on an alarm system.

ENGINEERS AND DESIGNERS: Work for many firms developing products less susceptible to vandalism. (e.g. radio aerials built into windshield on automobiles, new vandal resistant phones, fiber glass bus seats, etc.)

WROUGHT IRON GRILL MANUFACTURERS, SALESMEN AND INSTALLERS: For windows on homes and businesses, gates and fences to protect lawns, where there is felt an additional need besides protection to preserve also something of the aesthetic. (e.g. windows on expensive or exclusive shops, cemeteries, public buildings, etc.)

INSURANCE UNDERWRITERS, SALESMEN, ADJUSTERS, BILLERS, DATA PROCESSING AND CLERICAL STAFF, LAWYERS TO WRITE INSURANCE POLICIES, STATISTICIANS: The whole of the insurance business is involved in protection against undue loss due to vandalism. From the statistician who compiles statistics to determine rates, to the state auditor who determines whether such rates are realistic. Policies are written to cover all sorts of vandalism, but the most common type of claim and the area most specifically covered is plate glass in commercial places. Auto vandalism insurance, home owner's vandalism protection, schools, and other areas are increasing however.

In the 1960's there were 4800 insurance companies in the U.S.A. with 1.2 million people employed by them full time.

CONCEPT NO.

XV

STONE MASONS: After repeated vandalism, frequently a property owner will opt for glass blocks, or a brick grill work. It may also be decided to brick up a window or door. This provides work for manufacturers, salesmen, and delivery drivers as well as the stone mason, but we list this under stone mason as he is the individual who in the process is likely to make the most on the whole operation.

SPECIALIZED GLASS MANUFACTURERS: Glass with wire in it, especially though glass, and other items are manufactured, sold and installed. Installing such glass outside of stained glass or art glass windows considerably lowers the insurance rate, and in time pays for itself. This protects the glass inside from vandals as well as natural hazards such as hail, storms, etc. Mississippi Valley Glass Company in St. Louis is the largest manufacturer of wire glass in the world, and tours have been arranged in the past for students to see how plate glass is made, cut, polished, and crated for delivery.

The teacher may elect to treat the careers portion of this unit in a number of ways. Students may want to do a film strip or slide series on careers related to vandalism repair and or prevention, they may wish to investigate careers with a view to possible employment, or they may simply want to research the careers for informational purposes. A sheet for data of this type has been provided for the student. Students may think of other careers that have not been mentioned, such as school teaching about vandalism.

PRE-POST TEST

The teacher should give the Pre-Post Test again now that the activities are completed, then fill out the Student Evaluation Sheet that follows data sheet #14.

ADDITIONAL IDEAS AND ACTIVITIES

Possible activities and resources, that may be used, will be found at the end of this unit on pages titled, Environmental Resource Inventory.

Name_____ Student Data Sheet #14

CAREER INVESTIGATION INFORMATION SHEET

CAREER DESCRIPTION:

TYPE OF WORK PERFORMED:

EDUCATION AND TRAINING REQUIRED:

PHYSICAL REQUIREMENTS (IF ANY):

HOURS AND EARNINGS:

EMPLOYMENT OUTLOOK:

Send To: Verlin M. Abbott
455 North Woods Mill Road
Administration Building
Chesterfield, Missouri 63017

School _____

Teacher _____

Unit _____

Student post-test results will be grouped in the following manner:

Example:

Number of post-test questions given 16 .

Number of students	Number of questions answered correctly.
6	12
5	10
8	9

Number of post-test questions given. ____

Number of Students	Number of Questions Answered Correctly

Number of post-test questions given. ____

Number of Students	Number of Questions Answered Correctly

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ENVIRONMENTAL RESOURCE INVENTORY

School: Central Junior High

A. Description (Annotation) of Resource

The building 5 and immediate area surrounding building 5.

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # XI

Present a lesson on texture, the surface quality of things. Instruct students to make rubbings of the different types of brick, concrete block, door, gratings, metal door plates, true wood, leaves, grasses, sidewalk, metal man-hole covers, rock etc. This project of making rubbings is also good for cemeteries and landmarks. More beautiful rubbings may be framed.

A rubbing may be made by laying a piece of newsprint on surface of object and rubbing over it with the side of a crayon.

This would be best used to record landmarks and our heritage.

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

Southwest corner of the school plant.

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # VII or VIII

The activity may center around actual observation or be introduced by a before and after slide presentation. The students are to analyze why one air conditioner cover has been left exposed one enclosed. Why was the type of building material chosen (aesthetic or durable). Did the cost of installation pay off in terms of solving the original problem? Was good over all planning involved in the project? Could the same things have been accomplished in other ways at cheaper cost?

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

Foreign exchange students in high schools of Parkway

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # II

Have a foreign-exchange student come in and discuss vandalism in their native country for parallel study.

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

School Grounds

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # II

Have students write a description of some area of school grounds not telling where it is that has been vandalized. Have them read their description to the class to see if they can identify the area - tell what caused it, and how such incidents might be prevented in the future.

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

Creve Coeur Lake

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII. Concept # III, IV, and VIII

The Creve Coeur Lake Redevelopment Agency has purchased many houses on the lake front. These have been boarded up in preparation for demolition. Vandals have increasingly broken into these houses.

Students could analyze why boarding up doesn't prevent vandalism (hint: no police patrol)

How could the boarding up be improved to prevent vandalism?

C. Address - (Location) Creve Coeur Relocation Center

Personnel in Charge (If percinent) Jim Sutton

Telephone 434-2943

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

The Arch - Gateway to the West
(St. Louis Community resource)

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # XI

On a recent trip to the Arch it was noticed that many of the stainless steel plates have been etched with names, initials, etc. This would be an excellent source showing the effects of vandalism on a national memorial.

C. Address - (Location) River Front

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

Art Work (Permanent) done by students on walls - upper floor by AV.

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # II

Begin a Research project to find past news on destruction of art works (e.g. Pieta - summer of '72) school library (Time Magazine, Newstime, etc.) and County Library for old newspapers should be used.

Oral reports of their findings should be shared with class so that a discussion would evolve on "why does this happen". Lead the discussion into destruction within the school of permanent artistic objects that have been vandalized. Some questioned that might be posed:

What makes something an artwork or "of value"?
Do you think the work on the wall by AV Department was art?
Do you think the student artist valued his work as we value the Pieta (Michealangelo's statue of Mary holding Jesus)?
How could you as students help deter vandalism by forming a hall patrol, punishment of people caught or what?

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: North Junior High

A. Description (Annotation) of Resource

School building (especially office and library)

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # II

Survey the school to determine what types of items are closely guarded by the school administrators and other personnel in order that these items will not be stolen or misused.

Such a list possibly would include:
- office records of past histories, personnel, etc.
- awards, trophies, etc. in locked cases.
- library materials which cannot be replaced - or are difficult to replace

(Small groups may conduct interviews with principal, librarian, or others and report findings and conclusions to the group.)

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: South Junior High

A. Description (Annotation) of Resource

Cemetery: Located in the wooded area directly off South Woods Mill Road on South Junior High grounds. Cemetery was used by the early inhabitants of the Manchester Community throughout the 19th Century.

B. Education Use Possibilities (Acitivities)

Unit: Vandalism **Grade Level:** VIII **Concept #** XI

Despite restoration, vandalism continues to be a problem in the attempt to preserve the cemetery.

Students could work on the cemetery grounds restoring and maintaining the area.

Cedar trees in cemetery were stripped of bark in some places and showed evidence of axe and knife cuts.

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: South Junior High

A. Description (Annotation) of Resource

Bacon Cabin, barn, chicken house have a lot of vandalism on them - Subdivision "Countryhill Division"

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # II

Survey the vandalism of these three places.

C. Address - (Location) 446 Mainland

Personnel in Charge (If pertinent) Mr. Nic Confalone
Trustee for Subdivision

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: West Junior High

A. Description (Annotation) of Resource

Fred Allen farm directly north of West Junior

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # IX or X

The Allen's have purchased a huge dog to help combat the vandalism caused by "students" from the school. They also call the police if the dog doesn't scare the intruders off the property.

Students might investigate how other people in the area prevent vandalism of their property

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: West Junior High

A. Description (Annotation) of Resource

Intersection of Baxter and Clayton Roads
One Mobil Station that is out of business.
Ohe Phillips 66 and one Standard Gas Station

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # XII

Study types of vandalism, who does it, the cost of vandalism, and the ways to combat it at these gas stations.

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.

ENVIRONMENTAL RESOURCE INVENTORY

School: West Junior High

A. Description (Annotation) of Resource

Interior of West Junior High.
More specifically the dry wall construction as opposed to plastic walls.

B. Education Use Possibilities (Acitivities)

Unit: Vandalism Grade Level: VIII Concept # IV

Consider the advantages and disadvantages of dry wall construction as opposed to plastic construction in their relationship to vandalism. Should dry wall construction ever be located in areas where students have a tendency to congregate. e.g. laboratories, locker bags, etc.

C. Address - (Location)

Personnel in Charge (If pertinent)

Telephone

Use Limitation, Hours, Etc.